



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials January 15-16, 2014

Cohen Center Ballroom
Florida Gulf Coast University
10501 FGCU Boulevard South
Ft. Myers, Florida 33965



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

**Cohen Center Ballroom
Florida Gulf Coast University
10501 FGCU Boulevard South
Ft. Myers, Florida 33965
January 15-16, 2014**

**By Telephone Conference Call
Dial-in Number: 888-670-3525
Participant Code: 4122150353# (listen only)**

Wednesday, January 15, 2014

11:30 a.m. Lunch will be provided

1:00 - 2:00 p.m. Facilities Committee5
Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Members: Carter, Chopra, Hosseini, Levine, Link, Morton

2:00 - 3:00 p.m. Select Committee on Florida Polytechnic University90
or upon Chair: Mr. Tom Kuntz
Adjournment of Members: Link, Morton
Previous Meetings

3:00 - 3:15 p.m. Break

3:15 – 4:00 p.m. **Strategic Planning Committee**.....99
or upon Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Adjournment of Members: Beard, Chopra, Lautenbach, Morton, Webster
Previous Meetings

4:00 – 4:45 p.m. **Innovation and Online Committee**132
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Adjournment of Members: Beard, Chopra, Colson, Kuntz, Link, Stewart, Tripp
Previous Meetings

Thursday, January 16, 2014

8:30 – 9:45 a.m., **Budget and Finance Committee**246
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of Members: Colson, Fassi, Hosseini, Huizenga, Levine, Tripp
Previous Meetings

9:45 - 10:00 a.m. **Break**

10:00 a.m. - **Board of Governors – Regular Meeting**.....279
12:00 p.m. Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
or upon All Board members
Adjournment of
Previous Meetings

12:00 p.m. **Lunch will be provided**

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



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.



AGENDA
Facilities Committee
Cohen Center Ballroom
Florida Gulf Coast University
Fort Myers, Florida
January 15, 2014
1:00 p.m. - 2:00 p.m.

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Members: Carter, Chopra, Hosseini, Levine, Link, Morton

- | | | |
|----|--|---|
| 1. | Call to Order | Governor H. Wayne Huizenga, Jr. |
| | | |
| 2. | Approval of Committee Meeting Minutes
Minutes, September 12, 2013 | Governor Huizenga |
| | | |
| 3. | Completed Projects Report | Mr. Chris Kinsley
<i>Director, Finance & Facilities
Board of Governors</i> |
| | | |
| 4. | Annual Energy Report | Mr. Kinsley |
| | | |
| 5. | Florida Gulf Coast University Educational
Plant Survey Validation | Mr. Kinsley |
| | | |
| 6. | Amend the 2014-2015 Fixed Capital Outlay
Legislative Budget Request | Mr. Kinsley |
| | | |
| 7. | Concluding Remarks and Adjournment | Governor Huizenga |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 15, 2014**

SUBJECT: Minutes of Meeting held September 12, 2013

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on September 12, 2013 at New College of Florida.

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 September 12, 2013 at New College of Florida.

Supporting Documentation Included: Minutes: September 12, 2013

Facilitators/Presenters: Governor H. Wayne Huizenga, Jr.

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
September 12, 2013

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

Vice-Chair Wayne Huizenga, Jr. convened the Board of Governors Facilities Committee meeting at 8:04 a.m., September 12, 2013, at the New College of Florida. The following members were present: Matt Carter; Manoj Chopra; Alan Levine; Wendy Link; and Edward Morton. Chair Dick Beard attended via telephone.

1. Call to Order

Vice Chair Huizenga called the meeting of the Facilities Committee to order.

2. Approval of Minutes of the Meeting of the Facilities Committee held June 20, 2013

Mr. Carter moved that the Committee approve the Minutes of the Meeting of the Facilities Committee held June 20, 2013. Governor Link seconded the motion, and members of the Committee concurred.

3. Public Notice of Intent to Amend University System Board of Governors Debt Management Guidelines

Chris Kinsley reviewed the changes to the Guidelines being proposed by the drafting group. He stated that these changes were to accommodate a request by the Governor to consider additional metrics when approving university debt issues. Governor Morton asked that the Board consider working with the Division of Bond Finance to review the cost benefits to issuing university debt systemically in the future. Mr. Morton moved that the Committee approve Notice of Intent to Amend the Guidelines and Governor Carter seconded the motion. Members of the committee concurred.

4. Approval of 2014-2015 Fixed Capital Outlay Legislative Budget Request

Mr. Kinsley presented the annual Fixed Capital Outlay Legislative Budget Request and the priorities for the upcoming budget year. He reviewed the process for assessing space needs and how staff had worked to accommodate Committee wishes that the list accurately interpret needs versus wishes. He then reviewed the recommended projects individually for each university. Mr. Huizenga proposed that Attachment 1A list be approved and also included a request that the universities with projects on that list having less than 25% funding present those projects at an upcoming workshop. Governor Carter moved that the list be approved and Governor Link seconded the motion. All members of the Committee concurred. Vice Chair Huizenga then requested that all of the new projects

MINUTES: FACILITIES COMMITTEE

SEPTEMBER 12, 2013

listed on Attachment 1B be presented at the upcoming workshop as well for consideration on an amended list at the January Committee meeting.

Mr. Huizenga asked that Mr. Kinsley explain the process for creating the Capital Improvement Fee Project List. Mr. Carter moved that the CITF list columns A plus B, including bonding, be approved. Governor Chopra seconded the motion. The committee unanimously approved the list 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 the University of Florida to Finance the Construction of a Student Housing Facility

Mr. Kinsley reviewed the UF request for debt to build a housing facility on the main campus of UF. He explained that approximately 30 of the rooms would accommodate students with disabilities. He stated that the request was in compliance with the existing debt management guidelines as well as the new metrics requested by the Governor's office. Ms. Link moved that the Committee approve the request. Mr. Morton seconded the motion. The committee unanimously approved the resolution as presented.

6. Public Notice of Intent to Amend Board of Governors Regulations

Mr. Kinsley explained the modifications being made to Board Regulations 9.005, 14.0025 and 14.023. Mr. Carter moved that the Committee approve Public Notice of Intent to Amend Board Regulations 9.005 and 14.023 and Final Approval of Amendment to Board Regulation 14.0025. Governor Chopra seconded the motion and the Board concurred.

7. Concluding Remarks and Adjournment

There being no further business, the meeting adjourned at 9:08 a.m., September 12, 2013.

H. Wayne Huizenga, Jr., Chair

Stephanie Stapleton,
Financial Analyst, Finance & Facilities

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 15, 2014**

SUBJECT: Completed Facilities Projects Presentation

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

A summary of university projects over \$2 million dollars completed during 2013.

Supporting Documentation Included: Presentation will be made to the Committee

Facilitators/Presenters: Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 15, 2014

SUBJECT: Energy Conservation Report Update

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Legislation passed in 2010 (House Bill 5201, Section 30), required that *“Each Florida college and state university shall strive to reduce its campus-wide energy consumption by 10 percent. While savings may be accrued by any means, the goal shall be to implement energy use policies or procedures or both and any equipment retrofits that are necessary to carry out this reduction. The reduction may be obtained by either reducing the cost of the energy consumed or by reducing total energy usage, or a combination of both...”*

This requirement was for one year only. However, the Facilities Committee’s Annual Work Plan calls for this information to be collected and presented to the Committee for comparison purposes.

The original report included fiscal years 2007-2008; 2008-2009; and 2009-2010. Universities provided an update to include 2010-2011 and 2011-2012 data in previous years. This year’s report includes 2012-2013 data.

Supporting Documentation Included: Presentation will be made to the Committee

Facilitators/Presenters: Chris Kinsley

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 15, 2014**

SUBJECT: Florida Gulf Coast University Educational Plant Survey Validation

PROPOSED COMMITTEE ACTION

Review and validate the completed Florida Gulf Coast University “FGCU” Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Sections 1013.03 and 1013.31, Florida Statutes; Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of FGCU, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were complied with. The completed survey was approved by the FGCU Board of Trustees on April 16, 2013. (See attached). In addition to FGCU and Board staff, the team included staff from UCF and UWF. This survey will cover the period through 2018-2019.

A summary of the Survey Team recommendations may be found on [pages 57-59](#) of the report ([Diligent pages 70-72](#)). The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, has been completed, and is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: FGCU Educational Plant Survey Report

Facilitators/Presenters: Chris Kinsley

ITEM: 16

**Florida Gulf Coast University Board of Trustees
April 16, 2013**

SUBJECT: 2012-2013 Educational Plant Survey

PROPOSED BOARD ACTION

Approval

BACKGROUND INFORMATION

The Educational Plant Survey process is required by Florida Statutes of all public educational entities. For the State University System, it is a requirement that at a minimum of every five (5) years, each university report on the use of its existing facilities and project its future facility needs five (5) years out. This projection is based on data on existing facilities and a projection of future needs based on anticipated university growth. The survey process was recently completed at Florida Gulf Coast University on March 1, 2013. The results are published in a document which is the Educational Plant Survey Report. This report must be approved by the FGCU Board of Trustees prior to its being transmitted to the Board of Governors for approval.

Supporting Documentation Included: 2012-2013 Educational Plant Survey

Prepared by: Vice President for Administrative Services and Finance Steve Magiera

Legal Review by: N/A

Submitted by: Vice President for Administrative Services and Finance Steve Magiera

FLORIDA GULF COAST UNIVERSITY



2012-2013 EDUCATIONAL PLANT SURVEY

FACILITIES INVENTORY VALIDATION: OCTOBER 23-25, 2012
SPACE NEEDS ASSESSMENT: FEBRUARY 28 AND MARCH 1, 2013

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Educational Plant Survey Team

Survey team members participating in the 2012-2013 Educational Plant Survey at Florida Gulf Coast University are as follows:

Facilities Inventory Validation

October 23-25, 2012

Survey Leader

Joe Castrillo, Coordinator
Space Analysis and Assessment
University of Central Florida

Team Members

Robin Anderson, Space Coordinator
Facilities Development and Organization
University of West Florida

Shannon Clounts, Director
Space Utilization and Analysis
Florida Atlantic University

Gloria Jacomino, Director
Academic Space Management
Florida International University

Kenneth Ogletree, Senior Architect
Florida Board of Governors

Teira E. Farley
Campus Development Coordinator
Florida Board of Governors

Inventory Validation Facilitators

Patricia Pasden, Coordinator
Administrative Services, FGCU

Tamera Baughman, Project Manager
Facilities Planning, FGCU

Lidia Hernandez, Administrative Assistant
Facilities Planning, FGCU

Space Needs Assessment

February 28 and March 1, 2013

Survey Leader

Joe Castrillo, Coordinator
Space Analysis and Assessment
University of Central Florida

Team Members

Robin Anderson, Space Coordinator
Facilities Development and Organization
University of West Florida

Shannon Clounts, Director
Space Utilization and Analysis
Florida Atlantic University

Gloria Jacomino, Director
Academic Space Management
Florida International University

Kenneth Ogletree, Senior Architect
Florida Board of Governors

Teira E. Farley
Campus Development Coordinator
Florida Board of Governors

Needs Assessment Participant

Tonya Bujak, Operations Manager
Florida Board of Governors

Needs Assessment Facilitators

Patricia Pasden, Coordinator
Administrative Services, FGCU

Tamera Baughman, Project Manager
Facilities Planning, FGCU

Lidia Hernandez, Administrative Assistant
Facilities Planning FGCU

I. Introduction

An Educational Plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years.

Definitions and Requirements for the Educational Plant Survey

An Educational Plant Survey is defined in s.1013.01 (8) Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE's approved by the Florida Board Governors.

The term "educational plant" is defined in s.1013.01(7) F.S., as those areas comprised of the educational facilities, sites, and site improvements, necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term "ancillary plant" is defined in s. 1013.01(1) F.S., as an area comprised of the buildings, sites, and improvements necessary to provide such facilities as vehicle maintenance, warehouse, maintenance, or administrative buildings necessary to provide support to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31 (1) F.S. In addition, 1013.64(4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16) Florida Statute, a PECO Funded Project is any "site acquisition, site improvement, renovation, remodeling, construction project, funded through this source of revenue and all buildings, equipment, other structures, and educational use area that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University's Board of Trustees".

Surveys may be amended if conditions warrant a change in the construction program. Each *revised* Educational Plant Survey and each *new* Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the Board of Trustees (s.1013.31(1)(a) F.S.). Recommendations contained in a survey report are null and void when a new Survey is completed.

II. Overview of the Survey Process

The Purpose of the Educational Plant Survey

The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

Types of Facilities Addressed in the Survey

The following ten categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Student Academic Support, Gymnasium, Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification manual, dated May 2006. The need for merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

The Survey Process

The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university's sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. [Table 1](#) identifies the main Survey activities and lead responsibilities.

Table 1
Educational Plant Survey Activities

Activity	Responsibility		
	University	Board of Governors	Survey Team
Establish schedule	✓	✓	
Letter to president		✓	
Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation	✓		
Identification of existing/proposed “ineligible” space	✓		
Prepare facilities inventory reports (site/building/room reports)	✓		
Coordinate logistics for validation field work	✓		
Perform validation (on-site field work)	✓		✓
Update inventory based on validation	✓		
Provide established enrollment projections		✓	
Perform formula space needs analysis	✓		
Develop proposed projects & justification	✓		
Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications	✓		
Develop comments regarding degree program facility needs	✓		
Develop comments regarding proposed projects (CIP & Master Plan)	✓		
Coordinate logistics for needs assessment field work	✓		
Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory, and any special justification	✓		✓
Exit meeting	✓		✓
Prepare initial summary of survey recommendations			✓
Prepare final summary of survey recommendations	✓		
Prepare written report	✓		
Validate survey		✓	

III. Facilities Inventory Validation

Purpose of Validation

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

Sampling Technique

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings, and rooms. Annually, in July, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed since the last Survey, all buildings affected by major renovation or remodeling, all buildings the university desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories (see [Table 2](#)).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

Functions of Survey Team during Validation

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

The Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the Needs Assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.

Table 2
Buildings Included in Inventory Validation

Building #	Building Name	GSF
	<u>Site 1 - Main Campus</u>	
0026	Lutgert College of Business	70,200
0027	Holmes Engineering	70,644
0028	Sugden Resort & Hospitality Management	40,000
0029	Central Energy Plant Expansion	20,000
0031	Cohen Center Addition	21,632
0034	Academic Building 7 - College of Arts & Sciences	60,000
0035	Fine Arts Music Building	29,377
0036	Grounds Maintenance	1,500
0038	Marieb Hal College of Health Professions	60,000
0042	Waterfront Bath House at North Lake Village	3,998
910C	Music Modular	4,936
910D	Environmental Health & Safety Modular	1,440
	<u>Site 2 – Harvey Kapnick Education and Research Center</u>	
B001	Kapnick Botanical Gardens/Classrooms/Labs/Offices	11,667
	<u>Site 3 – WGCU Station (not surveyed)</u>	
	<u>Site 4 - Vester Marine Science Lab Field Station</u>	
V001	Vester Building One/Classroom/Residence/Storage	5,676
V002	Vester Building Two/Research/Residence	2,046
V003	Vester Building Three/Research/Residence	6,128
V004	Vester Shed/Storage	302
V005	Vester Covered Patio	500
	<u>Site 5 – The Atrium (leased – not surveyed)</u>	
	<u>Site 6 – Gulf Coast Center at Buckingham</u>	
601A	Park 1	9,974
601B	Park 2	9,974
601C	Park 3 Office	9,974
601D	Park 4	9,974
602X	Gymnasium	13,146
603X	Infirmery/Info System	20,017
604X	Cafeteria - Food Service	8,270
606A	Storage Chemical	1,600
607A	Storage and Maintenance	502
607B	Maintenance Addition	7,120
607C	Gas Pumps Storage Tanks	3,000
607D	Maintenance Bldg.	10,424
608X	Laundry	10,485
609X	Steam Plant #1/Housekeeping	2,221
610X	Steam Plant #2	2,149
612X	Johnson Cottage	6,401
613X	Grant	6,597
614X	Lincoln Cottage	6,597
615X	Fillmore Office Complex	6,596
616X	Harrison/Admin.	6,597
617X	Chapel	4,416
618X	Washington Cottage	6,698
619X	Adams Cottage	6,649
620X	Polk Cottage	6,689
621X	Pierce	6,689

Board of Governors Committees and Meeting - Facilities Committee

622X	Buchanan	6,689
623X	Hayes Activity Center	6,689
628X	Palm Building/Security	2,237
629X	Palmetto Building/Human Resource	1,989
630X	House 31	874
631X	House 32	1,425
632X	House 33	874
634X	House 35	874
635X	House 36	1,425
636X	House 37	874
637X	House 38	1,617
639X	House 40	874
640X	Water Plant	3,798
641X	Water Storage Tank	3,798
643X	Sewage Pump Station	122
644X	Sewage Lift Station	319
645X	Garfield	6,597
646X	Jackson	6,597
648X	Van Buren Cottage	6,689
649X	Jefferson Cottage	6,689
650X	Purchasing Office/Storage	435
651X	McKinley Workshop	7,044
652X	Canteen	2,194
653B	Scout House	696
654B	Ingram Activity Center	2,916
656X	Senior Comp House	384
657X	Guard Shack	72
659X	Park Bathrooms	360
665X	Purchasing Office	435
	<u>Site 7 – Renaissance Academy (leased – not surveyed)</u>	
	<u>Site 8 – Herald Court Centre (leased – not surveyed)</u>	

IV: The Space Needs Assessment

Objective

The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:

- 1- projects proposed by the university.
- 2- the results of applying a quantitative space needs model.
- 3- any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

Types of Recommendations

The projects proposed by the university include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that include identification of proposed uses of spaces to be vacated as a result of occupying new buildings and the remodeling of existing buildings.

Space Needs Formula

The Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the formula is provided in Appendix B. The most important measure in the formula is full-time-equivalent student enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

Instructional/Research

Classrooms
Teaching Laboratories
Research Laboratories

Academic Support

Study Facilities
Instructional Media
Auditorium/Exhibition
Teaching Gymnasium

Institutional Support

Student Academic Support
Office/Computer
Campus Support

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the formula. This type of space is regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs. The results of applying the formula for the FGCU survey are identified within Section IX of this report.

V. Overview Florida Gulf Coast University

President

Wilson G. Bradshaw, Ph.D.

Accreditation

Florida Gulf Coast University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees.

Degree Programs

- 51 undergraduate degree programs
- 28 graduate degree programs
- 1 specialist program
- 2 doctorate degree programs

Colleges

- College of Arts and Sciences
- College of Education
- College of Health Professions and Social Work
- Lutgert College of Business
- The U.A. Whitaker College of Engineering

Students

- Number of students: 12,069 undergraduate, 1,379 graduate
- 51% are from Southwest Florida (Charlotte, Collier, Glades, Hendry and Lee counties), and 92% are from Florida; 8% are from other states
- Average SAT score for new students is 1,528
- Average grade point average (GPA) for all current FGCU students is 3.0
- 4,200 students reside in on-campus housing (including West Lake Village)

Campus Sites

Site 1 – Main Campus

- 760 acres
- 15-acre solar field
- 89 completed buildings

Site 2 – Harvey Kapnick Education and Research Center

- 11,667 square feet
- botanical gardens

Site 3 – WGCU Station

- 10 acres
- television and radio transmitter

Site 4 – Vester Marine Science Lab Field Station

- 14,652 square feet
- 3 buildings

Site 5 – The Atrium (lease)

- leased facility for classrooms and conference space

Site 6 – Gulf Coast Center at Buckingham

- 505 acres
- approximately 60 buildings

Site 7 – Renaissance Academy, Naples, Florida

- leased facility for classrooms and conference space

Site 8 – Herald Court Centre, Punta Gorda, Florida

- leased facility for classrooms and conference space

Florida Gulf Coast University - Vision

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.

Approved by the FGCU Board of Trustees January 19, 2010.

Florida Gulf Coast University - Mission

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.

Approved by the FGCU Board of Trustees January 19, 2010.

Florida Gulf Coast University - Guiding Principles

The founding of Florida Gulf Coast University at the advent of a new century is a signal event. It comes at a moment in history when the conditions that formed and sustained American higher education are fundamentally changing, and at a time when rapid shifts wrought by technology and social complexities are altering the very nature of work, knowledge, and human relationships. As a public institution, Florida Gulf Coast University eagerly accepts the leadership opportunity and obligation to adapt to these changes and to meet the educational needs of Southwest Florida. To do so, it will collaborate with its various constituencies, listen to the calls for change, build on the intellectual heritage of the past, plan its evolution systematically for the twenty-first century, and be guided by the following principles:

Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.

Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and

intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self-grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and an educational offering at times, places, in forms, and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.

Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.

Connected knowing and collaborative learning are basic to being well educated. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented.

Approved by the Deans Council June 18, 1996.

Florida Gulf Coast University - Historical Perspective

The history of Florida Gulf Coast University (FGCU) is a visionary one built on support for providing higher education opportunities in Southwest Florida. Area citizens began the initiative to bring a state university to this part of Florida, and their early requests were quickly supported by elected officials at the local and state levels.

The former Florida Board of Regents formally recommended in January 1991 the development of Florida's tenth state university to be located in Southwest Florida, and, in May 1991, then Governor Lawton Chiles signed the legislation authorizing the new university. Southwest Florida's support for a university was never more evident than during the next year, when private landowners offered more than 20 gift sites for the university campus. In early 1992, the

Board of Regents selected the site offered by Ben Hill Griffin III and Alico, Inc. of 760 acres of land located just east of Interstate 75 between Alico and Corkscrew Roads.

Roy McTarnaghan was named founding university president in April 1993. Initial staff was hired that summer, and the university's academic and campus planning began in earnest. Plans for the first phase of campus construction were unveiled in February 1994, and shortly thereafter, the Florida Legislature named the institution as "Florida Gulf Coast University." The vision for the university was one that would address emerging higher education needs for the 21st century, including the use of technology in the learning/teaching process and multi-year contracts as an alternative to faculty tenure. The Board of Regents approved an agreement in May 1995 with the United Faculty of Florida allowing FGCU to offer a contract system for faculty.

Campus groundbreaking was held on November 28, 1995, with more than 600 people participating in the celebratory event for Southwest Florida. With aggressive academic program and campus development schedules slated to culminate in an opening day of August 25, 1997, the early staff and faculty were busy meeting deadlines every month. Inaugural degree programs were approved by the Board of Regents in March 1996. The FGCU Foundation, a private fundraising arm of the university, gained extraordinary financial support for an institution that at the time could only be seen on a drawing board. Faculty members throughout the country were attracted to FGCU for the opportunity to offer higher education in new and innovative ways.

The first FGCU student, Mariana Coto, was admitted in January 1997, and she participated in the historic ribbon cutting on the university's August 25, 1997 opening day. The Southern Association of Colleges and Schools (SACS) awarded FGCU accreditation candidacy later that year, and a comprehensive self-study was launched. The first commencement was held in May 1998, with 81 FGCU graduates. In August 1998, the first phase of student housing opened. In September 1998, Founding President McTarnaghan announced his intention to retire as President on May 1, 1999.

FGCU's second commencement ceremony, held May 1999, marked the last official act of the founding president. The Board of Regents launched a national search for FGCU's second president held during the spring and summer, and the university received official notification in June 1999 that it had achieved, in record time, accreditation by the Southern Association of Colleges and Schools.

In July 1999, the Board of Regents named William C. Merwin as FGCU's second president. President Merwin arrived on campus for his first day on September 16, 1999. He initiated a highly participatory strategic planning process for students, faculty, and staff to carry the young institution to its next stage of development.

The Florida Legislature established governing boards of trustees for state universities in 2001, and 13 members were appointed to the Florida Gulf Coast University Board of Trustees. This governing board continues to provide leadership that is strategic, forward-focused, community based, and responsive to the region and state.

In January 2007, FGCU President Bill Merwin retired, and Dean of the Lutgert College of Business Richard Pegnetter was named Interim President by the FGCU Board of Trustees. A highly competitive national search for FGCU's third president was launched.

On the university's 10th anniversary of its opening day - August 25, 2007 - the FGCU Board of Trustees selected Wilson G. Bradshaw to serve as the institution's third president. President Bradshaw is leading FGCU through its second decade of development and service as a comprehensive university offering access to quality higher education in Southwest Florida.

As FGCU moves forward, student enrollment remains robust; the campus continues to advance with new buildings and facilities, including our popular student housing; new undergraduate and graduate degree programs are being added; our NCAA Division I athletics program continues to soar as an emerging powerhouse; the FGCU Foundation's private fundraising continues to be successful, and the future for Florida Gulf Coast University is bright.

Organization of Florida Gulf Coast University

Florida Gulf Coast University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Florida Gulf Coast University.

In addition, the university strives to achieve specialized accreditation for all its eligible programs. Currently, the following programs/units have earned specialized accreditation from professional accrediting agencies (non-state government agencies):

B.S. in Bioengineering

B.S.C.E. in Civil Engineering

B.S. Env.E. in Environmental Engineering

Lutgert College of Business – ASCSB International - The Association to Advance Collegiate Schools of Business

College of Education – National Council for the Accreditation of Teacher Education (NCATE)

Master of Public Administration – National Association of Schools of Public Affairs and Administration

Master of Science in Nursing Anesthesia – Council on Accreditation of Nurse Anesthesia Educational programs

Master of Science in Occupational Therapy – American Occupational Therapy Association Accreditation Council for Occupational Therapy Education

Doctor of Physical Therapy – Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association

M.A. or M.Ed. in Counseling (Concentrations in Mental Health and School Counseling) – Council for Accreditation of Counseling and Related Educational programs/American Counseling Association

B.S.N. and M.S.N. (in Nursing) – Commission on Collegiate Nursing Education

B.S.W. (in Social Work) – Council on Social Work Education

M.S.W. (in Social Work) – Council on Social Work Education

Bachelor of Science in Clinical Laboratory Science – National Accrediting Agency for Clinical Laboratory Sciences

B.S. in Professional Golf Management – Professional Golf Association of America

B.S. in Athletic Training – Commission on Accreditation of Athletic Training Education (CASTE)

B.S. in Resort and Hospitality Management – Accreditation Commission for Programs in Hospitality Administration (ACPHA)

In addition, the university is actively seeking accreditation for the Bower School of Music

The B.S. Bioengineering, B.S. Civil Engineering, and B.S. Environmental Engineering programs at FGCU are accredited by the Engineering Accreditation Commission of ABET.

Florida Gulf Coast University - Campuses and Other Locations

Main Campus (Site 1)

Florida Gulf Coast University is located in Southwest Florida. Known principally for its climate and its beaches, the area is one of the fastest growing regions in the nation. The Florida Gulf Coast University main campus was established in 1992 on 760 acres of land in south Lee County, and now consists of 89 buildings. The campus is located at 10501 FGCU Blvd. South, Fort Myers, Florida 33965-6565.

The university is developing additional facilities to provide hands-on instruction and research opportunities at unique regional sites, utilizing private donations and matching funds. Matching funds were obtained to allow the construction of a facility at the Naples Botanical Garden, which serves as a living laboratory of research, conservation and education. Projected enrollment at these off-campus sites is not included in the present facilities survey for the main campus.

In January, 2010, the FGCU Board of Trustees approved the acceptance of land located in Buckingham that was currently a state-owned land and would be incorporated into the University's existing base of state-owned land with the Board of Trustees of the Internal Improvement Trust Fund. This surplus land was being used by the Agency for Persons with Disabilities, a state-wide agency that provided disability and rehabilitee accommodations for persons with disabilities.

Main Campus (Site 2) Harvey Kapnick Education and Research Center

An off-site property in Naples, Florida, with 11,667 square feet to include classrooms, labs, and conference space, to advance mission of environmental education and sustainability.

It houses state-of-the-art educational facilities, research laboratories, office spaces for resident and visiting scientists, and a green house. The building features a large multi-purpose room to host gatherings for community events such as flower shows, receptions and symposia.

Main Campus (Site 3) WGPU Station

An off-site 10 acre property in Charlotte County housing the WGPU utility buildings.

Main Campus (Site 4) Vester Marine Science Lab Field Station

An off-site property in Bonita Springs, Florida, with 14,652 square feet to include labs, apartments, docks. This site is just 12 miles south of the FGCU main campus. The property was once a commercial fish house, then an old Florida-style resort.

The space now holds the FGCU program in Marine Sciences as it integrates traditional scientific disciplines by focusing them on the study of the world's oceans and coastal waters. This interdisciplinary program combines aspects of biology, chemistry, ecology, geology, meteorology, mathematics, and physics in order to provide a well-grounded education in the natural sciences, and it applies a systems approach to identifying and understanding the roles that the oceans play in the functioning of our planet.

Main Campus (Site 5) Atrium

An off-site leased property in Fort Myers for classrooms and conference space, offering credit, non-credit, and CEU classes. The mission of this facility is to meet public sector training,

development, and technical assistance needs; provide educational opportunities that enrich the intellectual, civic, economic, and cultural life of the region and the state; and, through the Renaissance Academy, offer retirees and other citizens educational programming that keeps their minds intellectually, creatively, and culturally active.

Main Campus (Site 6) Gulf Coast Center at Buckingham

An off-site 505 acres property, with approximately 60 buildings, softball field, pool, and a challenge course. The land is approximately 500 acres with 300 acres having been developed. The remaining 200 acres are prime lands for mitigation in conjunction with the County's 20/20 lands which are adjacent. There are approximately 60 structures/buildings on the land including a water tower, swimming pool, chapel, gymnasium and dormitory accommodations that have in recent times housed 300 people. There are several houses on the site that were used for on-site administrators. There is also a large commercial kitchen with an associated dining area in addition to a smaller café with commercial kitchen equipment.

The property has an outdoor softball/baseball field and an adjoining picnic area. Most of the 300 developed acres is grass. The structures were built in the 1950s and 1960s. They require various compliances for current fire and ADA codes. The site is connected to Lee County water and sewage, and each building has a back-up generator.

Under the present condition, FGCU could use the land for research, more renewable energy (such as solar), our golf management program, cross country, student life retreat area, continuing education, or could sublease it to various local, county, or state agencies provided that the use was consistent with the University's educational mission as defined in our master lease with the State. There are no plans to use it to offer FGCU for-credit courses.

Main Campus (Site 7) Renaissance Academy

An off-site leased property in Naples, Florida for classrooms and conference space, offering non-credit courses. The Renaissance Academy is the University's and region's premier lifelong learning program for adults. It is based on the premise that learning should never cease, that keeping the mind intellectually, creatively and culturally active fundamentally enriches and invigorates our lives.

Among the Academy's offerings are affordable, non-credit single lectures, short courses, day trips, computer classes, film series, life enrichment classes, writing workshops, music lessons, travel abroad programs and other special events providing academic substance in an interactive format that encourages the exchange of ideas and provides both intellectual stimulation and personal enjoyment.

Main Campus (Site 8) Herald Court Centre

An off-site leased property in Punta Gorda, Florida, for classrooms and meeting space. The Charlotte Center is a primary FGCU commitment to enhance access to the University for the populations of Charlotte County.

The Center strives to form partnerships to make available its knowledge, resources, services and educational offerings at times, places, in forms and by methods that will meet the needs of Charlotte County. Its role parallels the role of the larger University in the region and state.

VI. Academic Degree Programs

The academic degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The approved programs for the University are identified within Table 3.

Table 3
Academic Degree Programs

<u>CIP</u>	<u>CIP TITLE</u>	<u>FGCU</u>
3.0103	Environmental Studies	BM
3.0104	Environmental Science	M
3.0205	Water, Wetlands, and Marine Resources Management	B
9.0102	Mass Communication/Media Studies	B
9.0702	Digital Communication and Media/Multimedia	B
11.0899	Computer Software and Media Applications, Other	B
13.0101	Education, General	BSR
13.0301	Curriculum and Instruction	M
13.0401	Educational Leadership and Administration, General	M
13.1001	Special Education and Teaching, General	BM
13.1101	Counselor Education/School Counseling and Guidance Services	M
13.1202	Elementary Education and Teaching	BM
13.1205	Secondary Education and Teaching	BM
13.121	Early Childhood Education and Teaching	B
13.1312	Music Teacher Education	B
13.1315	Reading Teacher Education	M
14.0501	Bioengineering and Biomedical Engineering	B
14.0801	Civil Engineering, General	B
14.1401	Environmental/Environmental Health Engineering	B
16.0905	Spanish Language and Literature	B
22.0302	Legal Assistant/Paralegal	B
23.0101	English Language and Literature, General	BM
24.0101	Liberal Arts and Sciences/Liberal Studies	B
24.0102	General Studies	B
26.0101	Biology/Biological Sciences, General	B
26.1201	Biotechnology	B
27.0101	Mathematics, General	B

27.0301	Applied Mathematics, General	M
31.0505	Kinesiology and Exercise Science	B
38.0101	Philosophy	B
40.0501	Chemistry, General	B
42.0101	Psychology, General	B
43.0104	Criminal Justice/Safety Studies	BM
43.0111	Criminalistics and Criminal Science	BM
44.0401	Public Administration	M
44.0701	Social Work	BM
45.0201	Anthropology	B
45.0601	Economics, General	B
45.1001	Political Science and Government, General	B
45.1101	Sociology	B
50.0501	Drama and Dramatics/Theatre Arts, General	B
50.0701	Art/Art Studies, General	B
50.0903	Music Performance, General	B
51.0000	Health Services/Allied Health/Health Sciences, General	BM
51.0701	Health/Health Care Administration/Management	B
51.0913	Athletic Training/Trainer	B
51.1005	Clinical Laboratory Science/Medical Technology/Technologist	B
51.2208	Community Health and Preventive Medicine	B
51.2306	Occupational Therapy/Therapist	M
51.2308	Physical Therapy/Therapist	MP
51.2399	Rehabilitation and Therapeutic Professions, Other	M
51.3801	Registered Nursing/Registered Nurse	BM
52.0201	Business Administration and Management, General	BM
52.0301	Accounting	BM
52.0801	Finance, General	B
52.0906	Resort Management	B
52.1201	Management Information Systems, General	BM
52.1401	Marketing/Marketing Management, General	B
54.0101	History, General	BM
<p>Legend: B-Bachelors; M-Masters; A-Advanced Master; E-Engineering; S-Specialist; P-Professional Doctorate; R-Research Doctorate <i>From State University System of Florida Academic Program Inventory 2012-13</i></p>		

VII. Analysis of Student Enrollment

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for academic year 2016-2017.

The University's Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. Table 4 identifies the Statutorily Required Enrollment Plan (based on State-Fundable Florida FTE), taken from Page 17 of the 2012-13 Work Plan.

Table 4
Enrollment Plan

Level	Funded	Estimated	Funded	Planned Enrollment			
	2011-12	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<u>Florida Resident</u>							
Lower FTEs	2224	3723	2224	4058	4422	4786	5551
Upper FTEs	2319	3277	2319	3484	3701	3905	4304
Grad I FTEs	510	578	510	605	630	652	691
Grad II FTEs	10	100	10	112	125	138	166
Total	5063	7678	5063	8259	8878	9481	10713
<u>Not a Florida Resident</u>							
Lower FTEs		208		222	238	254	285
Upper FTEs		115		120	126	131	142
Grad I FTEs		27		28	29	30	31
Grad II FTEs		4		4	4	4	5
Total	310	354	310	374	397	419	462
<u>TOTALS</u>							
Lower FTEs		3931		4280	4660	5040	5836
Upper FTEs		3392		3604	3827	4036	4446
Grad I FTEs		605		633	659	682	722
Grad II FTEs		104		116	129	142	171
Total	5373	8032	5373	8632	9275	9900	11175
Total (US FTE)	7164	10709	7164	11510	12367	13200	14900

*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 31.

VIII. Inventory of Existing Sites and Buildings

The overview of the university includes a general description of the sites where educational program activity is carried out by the university. This section provides information about buildings located at the sites.

The building information provided in Table 5 includes Status, Condition, Assignable Square Feet (ASF), and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the university and concurred with by the survey team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as those to be terminated for use or scheduled for demolition and include all modular and portable structures.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas which have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

<u>Instructional/Research</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classrooms	Study Facilities	Student Academic Support
Teaching Laboratories	Instructional Media	Office/Computer
Research Laboratories	Auditorium/Exhibition	Campus Support
	Teaching Gymnasium	

Table 6 identifies the amount of satisfactory eligible space, by space type, for each building which supports the above-stated functions. As stated within the Space Needs Assessment section, eligible space refers to whether the space meets a need identified as a formula-generated space need. The buildings included within these tables are only those located on land the university leases from the State of Florida or land leased for a long term to the university on which buildings have been constructed by the university. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.

Table 5
Building Inventory Report

	Site	Bldg. Status	Bldg Condition	GSF	NASF
SITE 1 - MAIN CAMPUS					
1 Griffin Hall	1	1	1	53,076	31,363
2 Reed Hall	1	1	1	40,871	22,909
3 Library	1	1	1	51,309	32,190
4 Howard Hall	1	1	1	33,276	15,975
5 McTarnaghan Hall	1	1	1	24,088	10,917
6 Wellness Center	1	1	1	6,725	3,291
7 Central Energy Plant	1	1	1	11,625	1,302
8 Broadcast Center	1	1	1	32,261	19,321
9 Family Resource Center	1	1	1	5,315	4,127
10 Campus Support	1	1	1	52,636	33,042
11 Merwin Hall - Academic III	1	1	1	53,230	33,304
12 Whitaker Hall	1	1	1	59,222	34,022
13 Information Booth	1	1	1	105	105
14 Egan Observatory	1	1	1	545	517
15 Fine Arts	1	1	1	37,792	23,320
16 Alico Arena	1	1	1	108,540	68,098
17 Cohen Center - Student Union	1	1	1	52,561	32,954
18 Sugden Welcome Center	1	1	1	6,900	4,322
20 Kleist Health Education Center	1	1	1	8,072	5,752
21 Edwards Hall - Academic V	1	1	1	44,512	21,801
22 Lee County-FGCU Aquatics Center	1	1	1	53,400	520
23 Library Annex	1	1	1	108,355	48,410
24 Parking Garage 1	1	1	1	231,000	227,850
25 Parking Garage 2	1	1	1	309,270	309,270
26 Lutgert Hall College of Business	1	1	1	70,200	36,105
27 U.A. Whitaker School of Engineering	1	1	1	70,644	42,389
28 Sugden Resort & Hospitality Mgmt	1	1	1	40,000	23,149
29 Central Energy Plant 2	1	1	1	20,000	7,302
30 SoVi Dining Hall	1	1	1	12,778	11,800
31 Harvey & Janet Cohen Center	1	1	1	21,418	14,331
32 Parking Garage 3	1	1	1	269,000	206,219
33 Outdoor Sports Complex	1	1	1	19,920	12,490
34 Academic 7 – Arts & Sciences	1	1	1	60,000	38,171
35 Fine Arts Music Building	1	1	1	29,377	15,488
36 Grounds Maintenance	1	1	1	1,500	1,500
38 Marieb Hall Health Science Bldg	1	1	1	60,000	46,176
39 Covered Courtyard Benches	1	1	1	720	-
40 Parking Garage 4	1	1	1	236,974	234,341

41 Parking Garage B at SoVi	1	1	1	311,699	355,712
42 Waterfront Bath House at North	1	1	1	3,998	503
22AG Aquatics Grandstand	1	1	1	4,500	4,500
B033 Swanson Baseball Stadium	1	1	1	4,700	1,676
33BD Baseball Dugouts	1	1	1	1,092	1,092
33BB Baseball Batting Cage	1	1	1	4,700	4,700
33BP Baseball Press Box	1	1	1	216	216
33SB Softball Batting Cage	1	1	1	3,500	3,500
33SD Softball Dugouts	1	1	1	720	720
33SG Softball Grandstand	1	1	1	5,000	5,000
33SP Softball Press box	1	1	1	192	192
33SS Softball Storage Building	1	1	1	300	300
8000 Residence Commons	1	1	1	8,400	6,157
8001 Residence Laundry	1	1	1	1,370	1,120
8002 Residence Laundry	1	1	1	2,505	2,210
8003 Residence Laundry	1	1	1	2,505	2,210
8004 Residence Laundry	1	1	1	2,505	2,210
8005 Eagle's Landing	1	1	1	5,040	3,728
800A Residence Housing A	1	1	1	11,830	9,876
800B Residence Housing B	1	1	1	7,886	6,584
800C Residence Housing C	1	1	1	14,376	12,264
800D Residence Housing D	1	1	1	14,376	12,264
800E Residence Housing E	1	1	1	7,886	6,584
800F Residence Housing F	1	1	1	11,830	9,876
800G Residence Housing G	1	1	1	14,520	10,896
800H Residence Housing H	1	1	1	14,520	10,896
800I Residence Housing I	1	1	1	14,520	10,896
800J Residence Housing J	1	1	1	14,520	10,896
800K Residence Housing K	1	1	1	14,520	10,896
800L Residence Housing L	1	1	1	14,520	10,896
800M Residence Housing M	1	1	1	29,040	22,872
800N Residence Housing N	1	1	1	29,040	21,792
800O Residence Housing O	1	1	1	29,040	21,792
800P Residence Housing P	1	1	1	29,040	21,792
800Q Residence Housing Q	1	1	1	29,040	21,792
800R Residence Housing R	1	1	1	29,040	21,792
800S Residence Housing S	1	1	1	29,040	21,792
800T Residence Housing T	1	1	1	29,040	21,792
800U Residence Housing U	1	1	1	29,040	16,344
800V Residence Housing V - Cypress	1	1	1	29,040	22,872
800W Residence Housing W - Mangrove	1	1	1	29,040	21,792
800X Residence Housing X - Oak	1	1	1	29,040	21,792
807A Residence PH-7A - Falcon	1	1	1	14,520	10,896

807B Residence PH-7B - Sandpiper	1	1	1	14,520	10,896
807C Residence PH-7C - Egret	1	1	1	29,040	17,252
807D Residence PH-7D - Pelican	1	1	1	29,040	17,252
808A South Housing Everglades Hall	1	1	1	124,074	87,306
809A South Housing Biscayne Hall	1	1	1	124,074	86,796
810A South Housing Palmetto Hall	1	1	1	124,074	91,586
810B West Lake Village - Flamingo Hall	1	1	1	40,524	36,420
810C West Lake Village - Tarpon Hall	1	1	1	40,524	36,420
810D West Lake Village - Panther Hall	1	1	1	40,524	36,420
810E West Lake Village - Manatee Hall	1	1	1	40,524	36,420
810F West lake Village - Marlin Hall	1	1	1	40,524	36,420
810G West Lake Village - Pompano Hall	1	1	1	40,524	36,420
810H West Lake Village Commons	1	1	1	7,869	5,195
810I West Lake Village Water Utility	1	1	1	156	-
811A South Housing Osprey Hall	1	1	1	170,109	137,684
905A Campus Recreation Equipment Modular	1	3	6	1,680	1,440
909A Campus Recreation Sports Modular (lease)	1	3	6	-	672
910A Modular A Lot 7	1	3	6	10,000	5,342
910B Modular B Lot 7	1	3	6	10,000	5,369
910C Music Modular (lease)	1	3	6	-	4,936
910D Environment Health & Safety Modular	1	3	6	1,410	844
FAC1 Fine Arts Theatre Storage (lease)	1	3	6	-	160
K001 Kiosk Griffin/Reed	1	2	6	25	-
K002 Kiosk Northwest of McTarnaghan	1	2	6	25	-
K003 Kiosk Fine Arts and Music	1	2	6	25	-
K004 Kiosk West of Parking Garage 1	1	2	6	25	-
K005 Kiosk South of parking Garage 3	1	2	6	25	-
WW34 Walkway Between Whitaker and AB7	1	7	1	1,384	-
WW04 Walkway Building 4	1	7	1	2,180	-
WW11 Walkway Building 1 to 11	1	7	1	1,384	-
WW12 Walkway Building 2 to 12	1	7	1	1,384	-
WW14 Walkway Building 1 to 4	1	7	1	3,251	-
WW23 Walkway Building 2 to 3	1	7	1	3,220	-
WWC Walkway Building 21	1	7	1	3,362	-
SITE 2 - KAPNICK BOTANICAL GARDEN - NAPLES					
B000 H Kapnick Education & Research Ctr	2	1	1	11,667	10,090
SITE 3 - WGCU TRANSMITTERS - CHARLOTTE CO.					
C001 WGCU TV/Radio Transmitter	3	1	1	1,651	1,345
C002 WGCU TV/Radio Transmission Shed	3	2	6	336	336

SITE 4 - VESTER MARINE SCIENCE - BONITA SPRINGS					
V001 Building One	4	1	1	5,676	5,526
V002 Building Two	4	1	1	2,046	1,510
V003 Building Three	4	1	1	6,128	5,128
V004 Shed	4	2	6	302	302
V005 Covered Patio Chickee Hut	4	1	1	500	500
SITE 5 - THE ATRIUM - LEASE IN FT. MYERS					
A001 The Atrium (lease)	5	1	1	-	-
SITE 6 - GULF COAST CENTER AT BUCKINGHAM					
600X Old Admin Bldg.	6	1	4 or 5	5,836	3,576
601A Park 1	6	1	4	9,974	9,072
601B Park 2	6	1	4	9,974	9,194
601C Park 3 Office	6	1	4	9,974	7,182
601D Park 4	6	1	4	9,974	9,912
602X Gymnasium	6	1	3	13,146	9,200
603X Infirmary/Info System	6	1	3	20,017	20,107
604X Cafeteria - Food Service	6	1	3	8,270	6,437
605X Kennedy/Eisenhower	6	1	4 or 5	10,376	10,376
606A Storage Chemical	6	1	4	1,600	1,600
606B Warehouse	6	1	3	15,091	14,141
607A Storage and Maintenance	6	1	4	502	502
607B Maintenance Addition	6	1	4	7,120	502
607C Gas Pumps Storage Tanks	6	1	4	3,000	3,000
607D Maintenance Bldg.	6	1	4	10,424	8,425
608X Laundry	6	1	4	10,485	10,485
609X Steam Plant #1/Housekeeping	6	1	4	2,221	2,081
610X Steam Plant #2	6	1	4	2,149	2,089
612X Johnson Cottage	6	1	3	6,401	6,401
613X Grant	6	1	4	6,597	6,597
614X Lincoln Cottage	6	1	4	6,597	6,597
615X Fillmore Office Complex	6	1	4	6,597	6,597
616X Harrison/Admin.	6	1	4	6,597	6,597
617X Chapel	6	1	3	4,416	4,216
618X Washington Cottage	6	1	4	6,698	6,698
619X Adams Cottage	6	1	4	6,649	6,649
620X Polk Cottage	6	1	4	6,689	6,689
621X Pierce	6	1	4	6,689	6,689
622X Buchanan	6	1	4	6,689	6,689
623X Hayes Activity Center	6	1	4	6,689	6,689

624X Taylor	6	1	4 or 5	6,689	6,689
625X Tyler	6	1	4 or 5	6,689	6,689
626X Madison	6	1	4 or 5	6,597	6,597
627X Monroe	6	1	4 or 5	6,597	6,597
628X Palm Bldg/Security	6	1	4	2,237	2,087
629X Palmetto Bldg/Human Resource	6	1	4	1,989	2,264
630X House 31	6	1	4	874	2,299
621X House 32	6	1	4	1,425	1,425
632X House 33	6	1	4	874	874
633X House 34/Records	6	1	5	874	874
634X House 35	6	1	4	874	874
635X House 36	6	1	4	1,425	1,425
636X House 37	6	1	4	874	874
637X House 38	6	1	4	1,617	260
638X House 39	6	1	5	874	874
639X House 40	6	1	4	874	874
640X Water Plant	6	1	4	3,798	3,798
641X Water Storage Tank	6	1	4	3,798	3,798
642X Old Sewage Plant	6	1	5	3,360	-
643X Sewage Pump Station	6	1	4	122	122
644X Sewage Lift Station	6	1	4	319	319
645X Garfield	6	1	4	6,597	6,597
646X Jackson	6	1	4	6,597	6,597
647X Arthur Office Complex	6	1	4 or 5	9,528	9,528
648X Van Buren Cottage	6	1	4	6,689	6,689
649X Jefferson Cottage	6	1	4	6,689	6,689
650X Purchasing Office/Storage	6	1	4	435	385
651X McKinley Workshop	6	1	4	7,044	6,819
652X Canteen	6	1	4	2,194	1,590
653B Scout House	6	1	4	696	696
654B Ingram Activity Center	6	1	4	2,916	2,636
656X Senior Comp House	6	1	4	384	384
657X Guard Shack	6	1	4	72	58
658B Lazy Gator Classrooms	6	1	4	720	720
659X Park Bathrooms	6	1	4	360	-
665X Purchasing Office	6	1	4	435	435
SITE 7 – RENAISSANCE ACADEMY - LEASE IN NAPLES					
N001 Classrooms/Offices	7	1	1	0	0
SITE 8 – HERALD COURT CENTER- LEASE IN PUNTA GORDA					
PG01 Classrooms/Offices	8	1	1	0	0

TABLE 6

**PHYSICAL FACILITIES SPACE FILE
FLORIDA GULF COAST UNIVERSITY
ELIGIBLE AND INELIGIBLE ASSIGNABLE SQUARE FOOTAGE OF SATISFACTORY SPACE BY SITE, BUILDING AND CATEGORY
7/1/2012**

	CLASSROOM	TEACH LAB	STUDY	RES LAB	OFC EDP	AUD EXH	INST MEDIA	STU ACAD SUPPORT	GYM	CAMPUS SUPPORT	RES AND OTHER	TOTAL
SITE 1 - MAIN CAMPUS	97,420	102,088	69,724	20,035	229,997	10,335	10,930	514	62,463	1,367,559	1,175,622	3,146,687
SITE 2 - HARVEY KAPNICK EDUCATION & RESEARCH CENTER	1,816	-	-	4,005	1,563	-	-	-	-	252	2,454	10,090
SITE 3 - WGPU TV/RADIO TRANSMITTERS	-	-	-	-	-	-	1,681	-	-	-	-	1,681
SITE 4 - VESTER MARINE SCIENCE	710	-	-	2,244	759	500	-	-	-	2,951	5,802	12,966
SITE 6 - GULF COAST CENTER AT	-	-	-	53,929	20,639	9,360	6,800	-	-	60,948	19,106	170,782
TOTAL	99,946	102,088	69,724	80,213	252,958	20,195	19,411	514	62,463	1,431,710	1,202,984	3,342,206
SITE 5 - THE ATRIUM - LEASE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SITE 7 - RENAISSANCE ACADEMY - NAPLES - LEASE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SITE 8 - HERALD COURT CENTRE - PUNTA GORDA - LEASE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

IX. Quantitative (Formula) Space Needs

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel, and services, is the Fixed Capital Outlay Space Needs Generation Formula. The Space Needs Formula (formula) provides the three general classifications of space: instructional, academic support, and institutional support. Within these classifications, ten categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, student academic support, office, and campus support services. While the FTE enrollment projection acts as primary generator, the formula recognizes variation in space requirements derived from discipline grouping, course levels, research programs, and library holdings, as well as faculty, staff, and contract and grant positions. The outcome of running the formula is a campus-wide aggregate of the ten categories of space, based on each individual university's make of students, programs, faculty and staff.

Table 7 reports the results of comparing the generated space needs to the existing satisfactory and eligible facilities inventory for the main campus.

Table 8, also known as the “Form B”, shows the details of these comparison results.

Table 7

Formula Generated Net Assignable Square Feet by Category

Space Category		Space Needs By Space Type	Satisfactory Space Inventory	Unmet Need
<u>Instructional</u>				
	Classroom	116,788	95,803	20,985
	Teaching Laboratory	114,603	101,402	13,201
	Research Laboratory	350,483	20,035	330,048
<u>Academic Support</u>				
	Study	227,919	66,063	161,856
	Instructional Media	24,466	853	23,613
	Auditorium/Exhibition	58,297	8,755	49,542
	Teaching Gymnasium	116,711	44,236	72,475
<u>Instructional Support</u>				
	Student Academic Support	7,024	514	6,510
	Office/Computer	329,412	206,317	99,035
	Campus Support Services	60,872	25,680	35,192
	Total	1,406,575	569,658	812,857

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B

Table 8

Florida Gulf Coast University

Main Campus

Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

Prepared 12-Feb-13

FTE= 9,716
 On-Line FTE= 1,990
 TOTAL FTE= 11,706

		Class- room**	Teaching Lab	Study	Research Lab	Office	Audi/ Exhib.	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type*: 2017-2018		116,788	114,603	227,919	350,483	329,412	58,297	24,466	7,024	116,711	60,872	1,406,575
1) Current Inventory as of: June-12												
A)	Satisfactory Space	95,803	101,402	66,063	20,035	206,317	8,755	853	514	44,236	25,680	569,658
B)	Unsatisfactory Space to be Remodeled	0	0	0	0	0	0	0	0	0	0	0
C)	Unsatisfactory Space to be Demolished/Terminated	0	0	0	0	12,030	0	0	0	0	0	12,030
D)	Total Under Construction	0	0	0	0	0	0	0	0	0	0	0
												0
												0
												0
												0
TOTAL CURRENT INVENTORY:		95,803	101,402	66,063	20,035	218,347	8,755	853	514	44,236	25,680	581,688
2) Projects Funded for Construction thru: June-12												
												0
												0
												0
												0
												0
Total Funded Construction:		0	0	0	0	0	0	0	0	0	0	0
Plus: Total Planned Demolition		0	0	0	0	(12,030)	0	0	0	0	0	12,030
Net Space Needs		20,985	13,201	161,856	330,448	99,035	49,542	23,613	6,510	72,475	35,192	812,857
Percent of: Current Inventory and Funded Projects												
Minus Demolition												
Space Needs		82%	88%	29%	6%	70%	15%	3%	7%	38%	42%	40%

(**Online FTE excluded from Classroom needs.)□

Board of Governors Committees and Meeting - Facilities Committee

Florida Gulf Coast University
2017-2018

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2017-2018	116,788	114,603	227,919	350,483	329,412	58,297	24,466	7,024	116,711	60,872	1,406,575
Net Space Needs from Form B	20,985	13,201	161,856	330,448	99,035	49,542	23,613	6,510	72,475	35,192	812,857
Percent of Space Needs	82.03%	88.48%	28.99%	5.72%	69.94%	15.02%	3.49%	7.32%	37.90%	42.19%	40.50%

3) Projects Funded for Planning

Proj. 1)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	20,985	13,201	161,856	330,448	99,035	49,542	23,613	6,510	72,475	35,192	812,857
	Sub Total Percent	82.03%	88.48%	28.99%	5.72%	69.94%	15.02%	3.49%	7.32%	37.90%	42.19%	40.50%
Proj. 2)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	20,985	13,201	161,856	330,448	99,035	49,542	23,613	6,510	72,475	35,192	812,857
	Sub Total Percent	82.03%	88.48%	28.99%	5.72%	69.94%	15.02%	3.49%	7.32%	37.90%	42.19%	40.50%

4) CIP Projects

Proj. 1)	Roads, Parking, Infrastructure	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	20,985	13,201	161,856	330,448	99,035	49,542	23,613	6,510	72,475	35,192	812,857
	Sub Total Percent	82.03%	88.48%	28.99%	5.72%	69.94%	15.02%	3.49%	7.32%	37.90%	42.19%	40.50%
Proj. 2)	Central Energy Plant Expansion 3	0	0	0	0	0	0	0	0	0	4,167	4,167
	Sub Total Net Space	20,985	13,201	161,856	330,448	99,035	49,542	23,613	6,510	72,475	31,025	808,690
	Sub Total Percent	82.03%	88.48%	28.99%	5.72%	69.94%	15.02%	3.49%	7.32%	37.90%	49.03%	40.80%
Proj. 3)	Academic 9 STEM 1	15,600	10,000	1,000	39,070	6,000	0	3,000	3,000	0	0	77,670
	Sub Total Net Space	5,385	3,201	160,856	291,378	93,035	49,542	20,613	3,510	72,475	31,025	731,020
	Sub Total Percent	95.39%	97.21%	29.42%	16.86%	71.76%	15.02%	15.75%	50.03%	37.90%	49.03%	46.32%
Proj. 4)	Multipurpose Education Facility	5,300	3,200	1,000	13,500	21,000	30,000	3,000	100	0	0	77,100
	Sub Total Net Space	85	1	159,856	277,878	72,035	19,542	17,613	3,410	72,475	31,025	653,920
	Sub Total Percent	99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	37.90%	49.03%	51.80%
Proj. 5)	Student Recreation and Gymnasium Facility	0	0	0	0	0	0	0	0	30,000	0	30,000
	Sub Total Net Space	85	1	159,856	277,878	72,035	19,542	17,613	3,410	42,475	31,025	623,920
	Sub Total Percent	99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	63.61%	49.03%	53.93%
Proj. 6)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	85	1	159,856	277,878	72,035	19,542	17,613	3,410	42,475	31,025	623,920
	Sub Total Percent	99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	63.61%	49.03%	53.93%
Proj. 7)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	85	1	159,856	277,878	72,035	19,542	17,613	3,410	42,475	31,025	623,920
	Sub Total Percent	99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	63.61%	49.03%	53.93%
Proj. 8)	Land Acquisition	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	85	1	159,856	277,878	72,035	19,542	17,613	3,410	42,475	31,025	623,920
	Sub Total Percent	99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	63.61%	49.03%	53.93%
Proj. 9)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	85	1	159,856	277,878	72,035	19,542	17,613	3,410	42,475	31,025	623,920

Board of Governors Committees and Meeting - Facilities Committee

	Sub Total Percent	99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	63.61%	49.03%	53.93%
Proj. 10)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	85	1	159,856	277,878	72,035	19,542	17,613	3,410	42,475	31,025	623,920
	Sub Total Percent	99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	63.61%	49.03%	53.93%
Total Net Space Needs		85	1	159,856	277,878	72,035	19,542	17,613	3,410	42,475	31,025	623,920
Total Percent of Net Space Needs		99.93%	100.00%	29.86%	20.72%	78.13%	66.48%	28.01%	51.45%	63.61%	49.03%	53.93%

State University System
Board of Governors

Prepared 12-Feb-13

	PROJECTED FTE 2017-2018			Year	Current Inventory as of:	Current Funded for Construction
	Main	On-Line	Total			
FGCU	9,716	1,990	11,706	2017-2018	June-12	June-12

FTE Assumptions (Main Campus)

	12-13	13-14	14-15	15-16	16-17	17-18
Lower Division	4,265	4,606	4,975	5,373	5,802	6,267
Upper Division	3,401	3,605	3,821	4,051	4,294	4,551
Grad I	595	619	644	669	696	724
Grad II	102	112	123	136	149	164
TOTAL MAIN FTE ¹	8,363	8,942	9,563	10,228	10,942	11,706
Avg Annual Growth Rate ²		7%	7%	7%	7%	7%
					MAIN FTE	9,716
					DISTANCE FTE	
					17% of total ³	1,990

NOTES¹ 2012-13 Estimated FTE taken from 2011-2012 Annual Accountability Report, pg 18² Five Year projected average annual growth rate taken from 2012-13 University Work Plan, pg 17³ Distance Learning percentage of total taken from 2012-13 University Work Plan, pg 16

Main Campus only unless otherwise noted

Medical Headcounts excluded (if applicable)

SUS SPACE NEED FACTORS - 2010

10/18/10

Comparison is based on using the previous traditional data collection methodology versus using a revised methodology using data currently collected annually by all SUS universities in the data submission process.

((2008-09 actual FTE data and using system-wide data from the SCD, IRD and EAE 2006-2007 files

(Salary Category Detail file (SCD); Instruction and Research Data (IRD); and Expenditure Analysis Extract (EAE))

		Classroom	Teach Lab	Study	Res.Lab	Office	Aud/Exhib	Instruct Media	Stud Acad Support	Gym	Cam	Support
UF	Old	11.48	15.74	26.40	49.27	60.25	3.00	0.77	0.60	3.72		8.56
	New	11.30	15.46	26.40	52.64	54.04	3.00	0.73	0.60	4.01		7.36
FSU	Old	11.62	16.25	21.07	20.20	48.15	3.00	0.91	0.60	4.81		6.33
	New	11.60	15.40	21.07	29.99	36.77	3.00	0.79	0.60	4.26		5.45
FAMU	Old	11.97	15.16	18.37	10.69	55.85	3.48	1.61	0.60	7.87		6.28
	New	11.62	14.36	18.37	25.70	36.60	3.01	1.46	0.60	7.22		5.37
USF	Old	11.81	20.08	17.37	33.83	64.67	3.00	0.99	0.60	4.96		7.87
	New	11.66	14.02	17.37	31.99	39.63	3.00	0.79	0.60	4.26		5.59
FAU	Old	12.14	13.93	21.39	10.30	62.98	3.39	1.59	0.60	7.75		6.70
	New	11.78	16.35	21.39	22.65	29.67	3.00	1.04	0.60	5.37		4.85
UWF	Old	12.02	12.35	23.86	4.39	44.88	6.11	2.46	0.60	12.22		5.94
	New	11.78	12.68	23.86	14.45	29.91	4.21	1.85	0.60	8.89		4.54
UCF	Old	11.87	13.46	15.95	13.87	38.64	3.00	1.04	0.60	5.36		5.19
	New	11.70	14.41	15.95	22.59	24.15	3.00	0.77	0.60	4.17		4.42
FIU	Old	12.08	13.77	17.54	9.88	36.88	3.00	1.13	0.60	5.77		5.03
	New	11.91	14.98	17.54	20.18	26.70	3.00	0.83	0.60	4.42		4.48
UNF	Old	11.89	12.85	19.47	2.82	40.70	3.97	1.77	0.60	8.56		5.13
	New	11.97	13.77	19.47	14.25	26.38	3.00	1.29	0.60	6.45		4.22
FGCU	Old	11.89	12.85	19.47	2.82	40.70	5.93	1.77	0.60	11.86		5.39
	New	12.02	9.79	19.47	29.94	28.14	4.98	2.09	0.60	9.97		5.20
NEW C	Old	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A
	New	10.49	0.00	9.40	10.17	63.14	39.75	15.90	0.60	79.49		11.16

X. Recommendations of Survey Team – March 1, 2013

Survey Team Members: Jose (Joe) Castrillo, Team Leader (UCF), Kenneth Ogletree (BOG), Gloria Jacomino (FIU), Teira E. Farley (BOG), Shannon Clounts (FAU), Robin Anderson (UWF), Tonya Bujak (BOG) – *Needs Assessment participant only*.

Site Improvements Recommendations:

1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding all campuses as identified in the adopted Campus Master Plan.

1.2 Landscaping and Site Improvements – This is a general recommendation to continue landscaping, road and site improvements consistent with the adopted Campus Master Plan.

Remodeling/Renovation Recommendations:

2.1 Merwin Office Renovation

2.2 Vester Renovation

2.3 Central Energy Plant Renovation

2.4 Building Number 647X, Arthur Office Complex (if not demolished)

New Construction Recommendations:

3.1 *Academic Building 9 (with modifications, not to exceed 100% in any category)

3.2 *Multipurpose Education Facility (with modifications, not to exceed 100% in any category)

3.3 Student Recreation and Gymnasium Facility

Special Purpose Center Recommendations:

4.1 Innovation Hub (as presented 2/28/13)

Projects Based on Exception Procedure (New Construction):

5.1 N/A

Demolition Recommendations (Buckingham Properties):

6.1 Building Number 633X, House 34/Record

6.2 Building 638X, House 39

6.3 Building Number 642X, Old Sewage Plant

6.4 Building Number 647X, Arthur Office (if not renovated)

Standard University-wide Recommendations:

SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.

SR2. All projects for safety corrections are recommended.

SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.

SR6. All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

***Notes:**

A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.

B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan Update(s).

C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

1. Re-verify classification /utilization
2. Delete project or space utilization category
3. Reduce space utilization category
4. Trade with other space category within the project
5. Shift project priorities
6. Provide sufficient data to support any overage

D. Supplemental surveys can be conducted at a later date should project scope change in the future.

XI: Funding of Capital Projects

The projects recommended by the survey team may be funded based on the availability of funds authorized for such purposes. The primary source available to the university is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Art. XII, § 9(a)(2), Fla. Const., as amended. These funds are appropriated to the State University System pursuant to § 1013.64(4), Fla. Stat., which provides that a list of projects is submitted to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated to the universities. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees for a total of \$6.76 per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. The projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Division of Colleges and Universities for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program, established pursuant to § 1013.79, Fla. Stat., provided for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 1013.74, Fla. Stat., provides authority to accomplish capital projects from grants, and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects.

Table 9 identifies the specific project appropriations made available to the university over the last five years.

Table 9
Capital Outlay Allocations
State Appropriations
From 2001-02 through 2012-13

PROJECT	LOCATION	PHASE*	SOURCE*	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-011	2011-12	2012-13
Maintenance. Repairs, Renovations and Remodeling	Main Campus	P,C	PECO	102,644	269,015	55,675	84,873	100,339							
Life Safety, ADA Corr/Cap Renewal	Main Campus	P,C	PECO	239,502											
Multipurpose Bldg	Main Campus	E	PECO	700,000											
Teaching Gymnasium (Alico Arena)	Main Campus	C,E	PECO	4,695,188											
Classroom/Offices/Labs, Academic 5 (Edwards)	Main Campus	C	PECO	5,800,000											
Library Expansion	Main Campus	C, E	PECO	7,500,000											
Student Support Center (a) (Cohen Center)	Main Campus	P, C, E	Gen Rev	1,095,000											
Playfields	Main Campus	P,C,E	CIF	458,270											
Utilities/Infrastructure/Capital Renewal/roofs	Main Campus	P,C	PECO	506,344											
Classroom/Offices/Labs, Academic 5 and Library Expansion	Main Campus	P,C,E	PECO		9,500,000										
Teaching Gymnasium – Kleist Health Education Ctr. (a)	Main Campus	P,C,E	Gen Rev		3,000,000										
Classroom/Offices/Labs, Academic 5 (Edwards)	Main Campus	P,C,E	PECO			500,000									
Library Expansion	Main Campus	P,C,E	PECO			1,500,000									
Roads/Parking/Infrastructure/Mitigation	Main Campus	P,C	PECO			3,469,380	4,993,068								
FGCU Challenge Grant Projects (b)	Main Campus	P,C,E	Gen Rev			720,346									
Hospitality Management Building (c) (Sugden)	Main Campus	P,C,E	Gen Rev				4,200,884								
Botanical Gardens Lab (c) (Kapnick)	Naples	P,C,E	Gen Rev				2,500,000								
Roads/Parking/Infrastructure/Mitigation	Main Campus	P,C,E	PECO					5,000,000							
Classrooms/Offices/Labs Academic 6 (Lutgert)	Main Campus	P	PECO					705,000							
Engineering (c) (Holmes)	Main Campus	P,C,E	Gen Rev					5,000,000							
Student Union Addition (Cohen)	Main Campus	P,C,E	CIF					2,677,353							
Roads/Parking/Infrastructure/Mitigation	Main Campus	P,C,E	PECO						5,000,000						
Academic 6 (Lutgert)	Main Campus	C	PECO						7,116,685						
Fine Arts Phase 2 Auditorium (Music)	Main Campus	P,C,E	PECO						12,762,582						
Academic 7 (College of Arts & Sciences)	Main Campus	P,C	PECO						16,925,996						
School of Engineering (Holmes)	Main Campus	P,C,E	Lottery						2,500,000						
College of Business (Holmes)	Main Campus	P,C,E	Lottery						5,000,000						
Library Addition	Main Campus	P,C,E	PECO						3,833,608						

<u>PROJECT</u>	<u>LOCATION</u>	<u>PHASE</u>	<u>SOURCE</u>	<u>001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
Roads/Parking/Infrastructure/Mitigation	Main Campus	P,C,E	PECO							5,000,000					
Academic 6 (Lutgert)	Main Campus	E	PECO							1,550,000					
Academic 7 (College of Arts & Sciences)	Main Campus	E	PECO							3,400,000					
Central Energy Plant Phase 2	Main Campus	P,C,E	PECO							4,800,000					
Engineering Addition (Holmes – Link)	Main Campus	P,C,E	PECO							9,375,000					
Utilities/Infrastructure/Capital Renewal/Roofs	Main Campus	P,C,E	PECO								5,000,000				
Hospitality Management Building – Phase 2 (Sugden)	Main Campus	P,C,E	PECO								5,000,000				
Classrooms/Offices/Labs Academic 8 (Marieb)	Main Campus	P,C	PECO								8,000,000				
Utilities/Infrastructure/Capital Renewal/Roofs	Main Campus	P,C,E	PECO									5,263,875			
Classrooms/Offices/Labs Academic 8 (Marieb)	Main Campus	P,C	PECO									3,000,000			
Utilities/Infrastructure/Capital Renewal/Roofs	Main Campus	P,C,E	PECO										3,000,000		
Classrooms/Offices/Labs Academic 8 (Marieb)	Main Campus	P,C,E	PECO										12,500,00		
Utilities/Infrastructure/Capital Renewal/Roofs	Main Campus	P,C,E	PECO											1,529,524	
Innovation Hub Research (I-Hub)	Main Campus	P,C,E	PECO											5,000,000	
Remodeling/Renovations/Repairs/Maintenance	Main Campus		PECO											135,710	
TOTAL				21,096,948	12,769,015	6,245,401	11,778,825	13,482,692	53,138,871	24,125,000	18,000,016	8,263,875	15,500,000	6,665,234	

Source: Florida Board of Regents, Office of Budgets, Fixed Capital Outlay Appropriations/Allocations.

*Phases include Planning (P), Construction (C), and Equipment (E).

**Fund sources include Public Education Capital Outlay (PECO) for academic and supporting spaces, Capital Improvement Fees (CIF) for student related facilities such as student union and recreational facilities, General Revenue (GR), Educational Enhancement (EE) or Lottery, and State Match (SM) in those cases where special trust fund revenues are used as the state match for the Facilities Enhancement Challenge Grant (FECG) Program. The CIF source includes building and capital improvement fee revenues available after debt service requirements and proceeds from the sale of SUS Improvement Revenue Certificates. The SUS Improvement Revenue Certificates are sold with a pledge of building and capital improvement fee revenues as the source for debt service.

- These projects are part of the SUS Facility ECG program and the appropriation is only one-half of the project cost. One-half of the project cost will be covered by private/donor gifts.
- State University System 2003-2004 Facility Enhancement Challenge Grant Program appropriations are provided in total for each university. Pursuant to proviso language included in the appropriations bill, each Board of Trustees is required to allocate the funds for the Major Gifts Program and/or the Facility Enhancement Challenge Grant Program.
- State University System 2005-2006 Facility Enhancement Challenge Grant Program appropriations are provided from General Revenue Funds.

Appendices

A. Overview of the Educational Plant Survey Process

EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW

BOARD OF GOVERNORS
Office of Finance & Facilities
Chris Kinsley, Director
FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA
Revised: January 25, 2011

Section 1013.31, Florida Statutes, requires that, at least once every five years, each University Board of Trustees shall arrange for an Educational Plant Survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The University to be surveyed (the “University”) appoints the **Survey Team Coordinator**. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors (the “Board”) staff during the survey process. It is recommended in order to expedite the overall process and to maintain consistency and quality that the coordinator be a staff person from the Board.

It is recommended that the **Survey Team Leader** be requested from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All team members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process.

The University President appoints the **Survey Team Facilitator** for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the University activities for the team during the survey process at the University.

For continuity and consistency of the final report, **Survey Team Members** will consist of staff from universities not being surveyed that year and should include a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year. Board staff should also be included.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours.

Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System. Staff of the University prepare a list of programs for the survey, indicating which existing programs the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula (the "Formula"). The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as, minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the University.

4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, (the "Space File") as well as building schematics. The staff of the university and the validation team members visits all sites and selected buildings. The buildings to be visited for Inventory Validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, University staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the validation.

An important part of the Inventory Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.

5. University Identification of Needs

Administrators and staff of the University undergoing the survey prepare lists for each site of needs identified by the University for site acquisition, development and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the list of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categorical square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula, the Survey Team Coordinator ensures the preparation of space needs analyses by the University for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University staff develops requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

In conjunction with the Formula, Space Factors (the "Factors"), have been developed as part of the process and are used to expedite the use of the Formula in determining university space needs. The Factors are periodically reviewed and revised by the Board Office of Finance and Facilities. Each university at the time of its survey, after the Inventory Validation and prior to the Needs Assessment, may make a presentation and request a recommendation from the survey team to revise one or all of their Factors as a result of data or policy actions taken by its Board of Trustees and its university. The presentation should include, at a minimum, data based on the projected space needs using existing factors, a presentation on changes at the University that make the current Factors inappropriate (i.e. the policy action by its Trustees or University), and documentation of what the space impact of the requested revised Factors would be. In

addition, a comparison against the other universities in the System should be included.

The Survey Team will review the data and make a recommendation to modify or leave the Factors unchanged as part of their survey recommendations. The team will evaluate the request for consistency with other universities in the system and comparison for similar issues.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, University staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the university for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the university should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by available

information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

8. Needs Assessment Segment of Survey

The Survey Team Leader and the University make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with university administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach, modification of Factors and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been recommended and authorized by the Legislature.

10. Written Survey Reports

The University prepares the draft and the final written report of the findings and recommendations of the Survey Team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the university must submit the official copy of the report to the Chancellor, State University System of Florida.

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B. Explanation of the Space Needs Generation Formula

The space needs generation formula uses three types of information to determine unmet space needs:

- Workload measures such as enrollment, positions, and library materials
- Space standards including station sizes and utilization levels
- Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

A revised factor list (2010) accompanies this report to provide updated data which has been incorporated to ensure that the factors better represent the current state of the universities.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

<u>Instructional/Research</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classrooms	Study Facilities	Student Academic Support
Teaching Laboratories	Instructional Media	Office/Computer
Research Laboratories	Auditorium/Exhibition	Campus Support
	Teaching Gymnasium	

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths,

preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

$$.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours Per FTE)} = 13.8 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \text{ or } \frac{22}{40 \times .60} = .92 \text{ NASF}$$

Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily or group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

$$7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours Per FTE)} = 39.05 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \text{ or } \frac{125}{20 \times .80} = 7.81 \text{ NASF}$$

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate

science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.

Non-Law Stacks

0.10 NASF/volume for the first 150,000 volumes
0.09 NASF/volume for the second 150,000 volumes
0.08 NASF/volume for the next 300,000 volumes
0.07 NASF/volume for all volumes above 600,000

Law Stacks

0.14 NASF/volume for the first 150,000 volumes
0.12 NASF/volume for the second 150,000 volumes
0.10 NASF/volume for the next 300,000 volumes
0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms

generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

Student Academic Support Facilities

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

Office/Computer Facilities

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

Campus Support Facilities

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 2006, published by the U. S. Department of Education, National Center for

Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.

SUS SPACE NEED FACTORS - 2010

10/18/10

Comparison is based on using the previous traditional data collection methodology versus using a revised methodology using data currently collected annually by all SUS universities in the data submission process.

((2008-09 actual FTE data and using system-wide data from the SCD, IRD and EAE 2006-2007 files

(Salary Category Detail file (SCD); Instruction and Research Data (IRD); and Expenditure Analysis Extract (EAE))

		Classroom	Teach Lab	Study	Res.Lab	Office	Aud/Exhib	Instruct Media	Stud Acad Support	Gym	Cam	Support
UF	Old	11.48	15.74	26.40	49.27	60.25	3.00	0.77	0.60	3.72		8.56
	New	11.30	15.46	26.40	52.64	54.04	3.00	0.73	0.60	4.01		7.36
FSU	Old	11.62	16.25	21.07	20.20	48.15	3.00	0.91	0.60	4.81		6.33
	New	11.60	15.40	21.07	29.99	36.77	3.00	0.79	0.60	4.26		5.45
FAMU	Old	11.97	15.16	18.37	10.69	55.85	3.48	1.61	0.60	7.87		6.28
	New	11.62	14.36	18.37	25.70	36.60	3.01	1.46	0.60	7.22		5.37
USF	Old	11.81	20.08	17.37	33.83	64.67	3.00	0.99	0.60	4.96		7.87
	New	11.66	14.02	17.37	31.99	39.63	3.00	0.79	0.60	4.26		5.59
FAU	Old	12.14	13.93	21.39	10.30	62.98	3.39	1.59	0.60	7.75		6.70
	New	11.78	16.35	21.39	22.65	29.67	3.00	1.04	0.60	5.37		4.85
UWF	Old	12.02	12.35	23.86	4.39	44.88	6.11	2.46	0.60	12.22		5.94
	New	11.78	12.68	23.86	14.45	29.91	4.21	1.85	0.60	8.89		4.54
UCF	Old	11.87	13.46	15.95	13.87	38.64	3.00	1.04	0.60	5.36		5.19
	New	11.70	14.41	15.95	22.59	24.15	3.00	0.77	0.60	4.17		4.42
FIU	Old	12.08	13.77	17.54	9.88	36.88	3.00	1.13	0.60	5.77		5.03
	New	11.91	14.98	17.54	20.18	26.70	3.00	0.83	0.60	4.42		4.48
UNF	Old	11.89	12.85	19.47	2.82	40.70	3.97	1.77	0.60	8.56		5.13
	New	11.97	13.77	19.47	14.25	26.38	3.00	1.29	0.60	6.45		4.22
FGCU	Old	11.89	12.85	19.47	2.82	40.70	5.93	1.77	0.60	11.86		5.39
	New	12.02	9.79	19.47	29.94	28.14	4.98	2.09	0.60	9.97		5.20
NEW C	Old	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A
	New	10.49	0.00	9.40	10.17	63.14	39.75	15.90	0.60	79.49		11.16

C. Executive Summary of the Campus Master Plan

As one of the youngest institutions in the State University System of Florida, Florida Gulf Coast University faces an exceptional opportunity to embody on its campus the best contemporary approaches to academic teaching, research, and service to society. This master plan seeks to build upon the thoughtful planning that set the initial physical patterns of the campus, and provides guidance for the facility development challenges that lie ahead. As an initial step in the process of updating the University's current strategic plan, a reaffirmation process of the existing mission and vision statements was conducted. This was open to the university and to the public through an online questionnaire and three public forums held in September 2009. Results of the process led to the adoption of the following slightly revised mission and vision statements by the FGCU Board of Trustees in January 2010. These efforts refocused the Vision Statement for the June 2010 Strategic Plan stating "Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs." Taking this information and guidance of goals, and mission, the planning team has derived the following material to align with all the material that developed the 2010 Strategic Plan for the university.

Over the next decade, Florida Gulf Coast will increase its student enrollment at an exceptional pace, with the number of full-time-equivalent students expected to double. Ensuring that the physical facilities continue to meet the ever-expanding needs of the institution requires careful forethought, some of which is reflected in this master plan update. This ground breaking plan will begin the new vision for the university as it plans to expand its academic needs into the Eastern Quad to begin establishing a final campus environment. Along with the increased student enrollment more and more freshmen are living on campus due to the South Village District. The freshmen population living on campus has grown from half the freshmen enrollment to 2/3rds the freshmen enrollment. The university is also pushing the limits for research and sustainability actions with the completion of the innovative solar field providing 18% of the universities total current power supply.

Growth at FGCU will affect not only the campus community, but the areas adjacent to the campus, the local host community, the region, and the state of Florida. A major purpose of this master plan update is to project the impacts of future growth of the FGCU campus on the host community, as the basis for an updated Campus Development Agreement that serves the needs of both the University and its host community.

This master plan has been developed in conformance with Section 1013.30, Florida Statutes, and rules adopted by the Board of Governors of the State University System of Florida. In accordance with those mandates, this volume of the 2010 Campus Master Plan contains the Data Inventory and Analysis Report and the Goals, Objectives, and Policies intended to guide development of the campus over the coming decade.

The proposed 2010-2020 Campus Master Plan was adopted by the Florida Gulf Coast University Board of Trustees at its Board meeting on April 17, 2012.

Note: Because of the large size of the Master Plan, please see the URL below linking you to the 2010-2020 Campus Master Plan:

<http://www.fgcu.edu/Facilities/MasterPlan.html#BOT>

Introduction (.pdf- 64kb)

FGCU Campus Master Plan - Volume 1 (.pdf- 2.61mb)

FGCU Campus Master Plan - Volume 2 (.pdf- 1.89mb)

Volume I - Figures for Elements 3-8 (.pdf- 5.71mb)

Volume I - Figures for Elements 9-11 (.pdf- 5.79mb)

Volume I - Figures for Elements 13-16 (.pdf- 3.08mb)

Volume II - Figures for Elements 1-8 (.pdf- 4.33mb)

Volume II - Figures for Elements 9-14 (.pdf- 7.14mb)

D. Unsatisfactory Space (as listed on Form B (1C) Unsatisfactory Space to be Demolished/Terminated)

SITE 1 – MAIN CAMPUS

(At the end of these modular/portable lifespans, office space will be redistributed to future facilities as listed on the Form B.)

- 33BP Softball Press Box
- 905A Campus Recreation Equipment Modular
- 909A Campus Recreation Sports Modular
- 910A Modular Building A - Lot 7
- 910B Modular Building B - Lot 7
- 910C Music Modular
- 910D Environmental Health & Safety
- FAC1 Fine Arts Theatre Storage

SITE 6 – GULF COAST CENTER AT BUCKINGHAM

(Recommended demolitions by the Educational Plant Survey Team)

- Building #633X, House 34/Record
- Building #638X, House 39
- Building #642X, Old Sewage Plant
- Building #647X, Arthur Office (if not renovated)

E. FGCU President Acknowledgement of the Educational Plant Survey Recommendations



RECOMMENDATIONS OF SURVEY TEAM

FLORIDA GULF COAST UNIVERSITY

Date: March 1, 2013

Survey Team Members: Jose (Joe) Castrillo, Team Leader (UCF), Kenneth Ogletree (BOG), Gloria Jacomino (FIU), Teira E. Farley (BOG), Shannon Clounts (FAU), Robin Anderson (UWF), Tonya Bujak (BOG) – *Needs Assessment Participant only*

Site Improvements Recommendations:

- 1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding all campuses as identified in the adopted Campus Master Plan.
- 1.2 Landscaping and Site Improvements – This is a general recommendation to continue landscaping, road and site improvements consistent with the adopted Campus Master Plan.

Remodeling/Renovation Recommendations:

- 2.1 Merwin Office Renovation
- 2.2 Vester Renovation
- 2.3 Central Energy Plant Renovation
- 2.4 Building Number 647X, Arthur Office Complex (if not demolished)

New Construction Recommendations:

- 3.1 *Academic Building 9 (with modifications, not to exceed 100% in any category)
- 3.2 *Multipurpose Education Facility (with modifications, not to exceed 100% in any category)
- 3.3 Student Recreation and Gymnasium Facility

Special Purpose Center Recommendations:

- 4.1 Innovation Hub (as presented 2/28/13)

Projects Based on Exception Procedure (New Construction):

- 5.1 N/A





Demolition Recommendations (Buckingham Properties):

- 6.1 Building Number 633X, House 34/Record
- 6.2 Building 638X, House 39
- 6.3 Building Number 642X, Old Sewage Plant
- 6.4 Building Number 647X, Arthur Office (if not renovated)

Standard University-wide Recommendations:

- SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.
- SR2. All projects for safety corrections are recommended.
- SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.
- SR6. All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

***Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan Update(s).





- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
1. Re-verify classification /utilization
 2. Delete project or space utilization category
 3. Reduce space utilization category
 4. Trade with other space category within the project
 5. Shift project priorities
 6. Provide sufficient data to support any overage
- D. Supplemental surveys can be conducted at a later date should project scope change in the future.

Acknowledged on March 5, 2013



President, Wilson G. Bradshaw



F. State University Checklist for Submitting Educational Plant Survey Reports to the Florida Board of Governors

This checklist is to be used by the university before submitting state university educational plant survey reports pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is "Yes;" an ex (X) beside a number indicates "No."

1. Name of university: Florida Gulf Coast University
2. Date of previous five-year survey: June 2007 and Amended April 2010
3. Date of this survey: October 23-25, 2012 and February 28-March 1, 2013
4. New survey out year: 2018-19
5. Three copies of survey report submitted to the Board of Governors (BOG). ✓
6. Was the survey report made available on the university web site? ✓
7. Was the survey conducted for official sites only? ✓
8. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? ✓
9. Throughout the report, are sites referred to by name and number? ✓
10. Is a copy of the current list of Institutional Sites by Type for the State University System attached? N/A
11. Has a current site inventory report for the university been forwarded to the Board of Governors? ✓
12. Is a copy of the approved current five-year planned enrollments for the university attached? ✓
13. Do FTE figures used in the survey report match those in the five-year planned enrollments? ✓
14. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓
15. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? ✓
16. Have all space needs been generated correctly? ✓

17. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
18. Is a copy of the current building inventory report for the university available? ✓
19. Is a copy of a site plan showing building locations attached for each site? ✓
20. Is a copy of the current room inventory report for the university available? ✓
21. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached? ✓
22. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓
23. Throughout the report, are buildings referred to by number and name? ✓
24. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
25. Does the survey report contain recommendations for each site? ✓
26. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? ✓
27. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? ✓
28. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? ✓
29. Are the amounts of square feet planned the same as the amounts of square feet needed? ✓

The Educational Plant Survey for Florida Gulf Coast University was approved by the University

Board of Trustees on _____
Date

University President

Chair, Board of Trustees

Date

Date

G. Building System Condition Survey Forms

Building System Condition Survey Forms have been completed for the following buildings at the Gulf Coast Center at Buckingham that have been recommended by the Educational Plant Survey (March 2013) for extensive remodeling and/or demolition:

- Building 633X House 34 Records at Buckingham
- Building 638X House 39 at Buckingham
- Building 642X Old Sewage Plant at Buckingham
- Building 647X Arthur Office Building at Buckingham

BUILDING SYSTEM CONDITION SURVEY **STATE UNIVERSITY SYSTEM OF FLORIDA**

University Name FLORIDA GULF COAST UNIVERSITY Date: March 18, 2013
 Building Name: House 34 Records at Buckingham Building No. 633X
 Building Occupancy Date: 7-1-10 Building Age: Approx. 50-60 years

Building Envelope:

(Data Element 10067)

Window/Glazing

Exterior Wall

Foundation

Exterior Doors

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Building Roof System (See CM-N-16 for components):**

(Data Element 10068)

Condition Code: 5**Mechanical Systems:**

(Data Element 10069)

HVAC System

Elevator Systems

Condition Code: _____

Condition Code: _____

Condition Code: 5**Electrical System:**

(Data Element 10070)

Lighting

Grounding

Internal Distribution

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Plumbing System:**

(Data element 10071)

Fixtures

Piping

Condition Code: _____

Condition Code: _____

Condition Code: 5**Building Interior:**

(No Data Element)

Doors

Ceilings

Floors

Walls/Partitions

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Life Safety Systems:**

(No Data Element)

Fire Alarm:

Fire Suppression

Emergency Generator

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5

Notes: This building was acquired by state transfer of lands in 2010. The building is a safety hazard. It has been recommended for demolition by the Educational Plant Survey 2012-2013.

Completed By: Patricia Pasden, Coordinator, Administrative Services 3-18-13**Condition Codes:**

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.

BUILDING SYSTEM CONDITION SURVEY **STATE UNIVERSITY SYSTEM OF FLORIDA**

University Name FLORIDA GULF COAST UNIVERSITY Date: March 18, 2013

Building Name: House 39 at Buckingham Building No. 638X

Building Occupancy Date: 7-1-10 Building Age: Approx. 50-60 years

Building Envelope:

(Data Element 10067)

Window/Glazing

Exterior Wall

Foundation

Exterior Doors

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Building Roof System (See CM-N-16 for components):**

(Data Element 10068)

Condition Code: 5**Mechanical Systems:**

(Data Element 10069)

HVAC System

Elevator Systems

Condition Code: _____

Condition Code: _____

Condition Code: 5**Electrical System:**

(Data Element 10070)

Lighting

Grounding

Internal Distribution

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Plumbing System:**

(Data element 10071)

Fixtures

Piping

Condition Code: _____

Condition Code: _____

Condition Code: 5**Building Interior:**

(No Data Element)

Doors

Ceilings

Floors

Walls/Partitions

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Life Safety Systems:**

(No Data Element)

Fire Alarm:

Fire Suppression

Emergency Generator

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5

Notes: This building was acquired by state transfer of lands in 2010. The building is a safety hazard. It has been recommended for demolition by the Educational Plant Survey 2012-2013.

Completed By: Patricia Pasden, Coordinator, Administrative Services 3-18-13**Condition Codes:**

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.

BUILDING SYSTEM CONDITION SURVEY **STATE UNIVERSITY SYSTEM OF FLORIDA**

University Name FLORIDA GULF COAST UNIVERSITY Date: March 18, 2013

Building Name: Old Sewage Plant at Buckingham Building No. 642X

Building Occupancy Date: 7-1-10 Building Age: Approx. 50-60 years

Building Envelope:

(Data Element 10067)

Window/Glazing

Exterior Wall

Foundation

Exterior Doors

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Building Roof System (See CM-N-16 for components):**

(Data Element 10068)

Condition Code: 5**Mechanical Systems:**

(Data Element 10069)

HVAC System

Elevator Systems

Condition Code: _____

Condition Code: _____

Condition Code: 5**Electrical System:**

(Data Element 10070)

Lighting

Grounding

Internal Distribution

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Plumbing System:**

(Data element 10071)

Fixtures

Piping

Condition Code: _____

Condition Code: _____

Condition Code: 5**Building Interior:**

(No Data Element)

Doors

Ceilings

Floors

Walls/Partitions

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5**Life Safety Systems:**

(No Data Element)

Fire Alarm:

Fire Suppression

Emergency Generator

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 5

Notes: This building was acquired by state transfer of lands in 2010. The building is a safety hazard. The building has been recommended for demolition by the Educational Plant Survey 2012-2013.

Completed By: Patricia Pasden, Coordinator, Administrative Services 3-18-13**Condition Codes:**

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.

BUILDING SYSTEM CONDITION SURVEY **STATE UNIVERSITY SYSTEM OF FLORIDA**

University Name FLORIDA GULF COAST UNIVERSITY Date: March 18, 2013

Building Name: Arthur Office at Buckingham Building No. 647X

Building Occupancy Date: 7-1-10 Building Age: Approx. 50-60 years

Building Envelope:

(Data Element 10067)

Window/Glazing

Exterior Wall

Foundation

Exterior Doors

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 4**Building Roof System (See CM-N-16 for components):**

(Data Element 10068)

Condition Code: 4**Mechanical Systems:**

(Data Element 10069)

HVAC System

Elevator Systems

Condition Code: _____

Condition Code: _____

Condition Code: 4**Electrical System:**

(Data Element 10070)

Lighting

Grounding

Internal Distribution

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 4**Plumbing System:**

(Data element 10071)

Fixtures

Piping

Condition Code: _____

Condition Code: _____

Condition Code: 4**Building Interior:**

(No Data Element)

Doors

Ceilings

Floors

Walls/Partitions

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 4**Life Safety Systems:**

(No Data Element)

Fire Alarm:

Fire Suppression

Emergency Generator

Condition Code: _____

Condition Code: _____

Condition Code: _____

Condition Code: 4

Notes: This building was acquired by state transfer of lands in 2010. The building has been recommended for extensive renovation or demolition by the Educational Plant Survey 2012-2013

Completed By: Patricia Pasden, Coordinator, Administrative Services 3-18-13**Condition Codes:**

1. Satisfactory. Building component is suitable for continued use with normal maintenance.
2. Renewal A. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. Renewal B. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. Renewal C. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. Replacement. Component should be replaced.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 15, 2014**

SUBJECT: 2014-15 State University System Fixed Capital Outlay Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review and approve the amended 2014-2015 SUS Fixed Capital Outlay Legislative Budget Request.

Authorize the Chancellor, State University System of Florida, to make technical revisions to the 2014-2015 SUS Fixed Capital Outlay Legislative Budget Request.

Approval is recommended by the Chancellor.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on June 20, 2013. All university fixed capital outlay budget requests were approved by the institutional boards of trustees.

At its meeting held September 12, 2013, the Facilities Committee requested a facilities workshop to further examine all new projects and those having received less than 25% funding, which were included in this year's SUS Five Year Fixed Capital Outlay Request. The workshop was held on October 9, 2013, in Tampa, Florida, and primarily consisted of detailed project presentations by university representatives. The attached reflects amendments to the budget presented at the September Committee meeting as a result of the October workshop.

Specific Fixed Capital Outlay Appropriation Requests

- ♦ **[AMEND from \$281 M to \$250 M] The 2014/2015-2018/2019 SUS Five Year Fixed Capital Outlay Request from General Revenue** provides funding to meet identified academic and academic support facility needs. (**Attachment I**)
- ♦ **[AMEND from \$63 M to \$60M] The Critical Deferred Maintenance Request from PECO** provides lump sum funding to meet identified Critical Maintenance needs based on Board formula, subject to statutory revenue allocation constraints. (**Attachment I**)
- ♦ **[AMEND from \$34 M to \$28 M] Board Request for PECO Remodeling/Renovation/Repair/Maintenance Formula Funds** represents a system-wide request for funds used to expand or upgrade educational facilities to prolong the useful life of the plant, pursuant to statute. (**Attachment II**)
- ♦ **[NEW - Zero] Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain** provides legal authority for future operating budget requests for plant operations and maintenance (PO&M). (**Attachment V**)

Supporting Documentation: Attachment I, II & V (as described above)

Facilitators/Presenters: Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2014/2015 - 2018/2019 CAPITAL PROJECT LIST

ATTACHMENT I-a

Priority A	Critical Maintenance
Priority B	System & Continuation
Priority C	Renovation
Priority D	Strategic Projects
Future Priority	Future Projects

* Projects are listed in alphabetical order within the priority category.

Univ	Project	Prior Funding	Board Proposed 5 Years				
		All Years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SYSTEM	From PECO - Critical Deferred Maintenance		60,147,117	32,262,717	37,253,170	37,253,170	37,253,170
SYSTEM	From PECO - Renovation/Repair/Remodeling		27,649,378	14,831,036	17,125,126	17,125,126	17,125,126
	Priority A -High Priority Maintenance Projects		87,796,495	47,093,753	54,378,296	54,378,296	54,378,296
UF	Chemistry/Chemical Biology Building	22,608,204	29,145,898	10,000,000	4,295,898		
FSU	Earth Ocean Atmospheric Sciences Building	3,850,000	30,000,000	26,100,000	5,000,000		
UCF	Engineering Bldg 1 Renovation	3,620,723	14,879,277				
FAMU/FSU	FAMU-FSU College of Engineering III	5,000,000	15,000,000	15,000,000			
FAU	FAU/SCRIPPS II Facility - Jupiter	10,000,000	2,000,000				
SYSTEM	FIO Research Vessel		6,000,000				
USF	Heart Health Institute	19,393,118	14,735,000	16,020,000			
FGCU	Innovation Hub Research	4,000,000	7,633,807				
USF	Interdisciplinary Science Teaching & Research Facility	74,732,583	9,031,204				
UCF	Math & Physics Bldg Renovation & Remodeling	3,877,895	10,122,105				
UNF	Skinner Jones Hall Renovations (North and South)	4,000,000	9,000,000				
FIU	Student Academic Support Center - MMC	21,833,698	1,687,722				
SYSTEM	SUS Joint Use Library Storage Facility @ UF	2,017,511	20,400,176	3,000,000			
USF	USF St. Pete. College of Business	5,000,000	19,589,540	2,710,460			
	Priority B - Statewide System & Continuation Projects *		189,224,729	72,830,460	9,295,898	0	0
FAU	College of Science & Eng Bldgs 36, 43 & 55 Reno		10,000,000				
NEWC	Hamilton Student Support & Plaza Renovation Remodeling		1,600,000				
UWF	Laboratory Sciences Renovation		11,054,000	10,238,500			
FIU	Remodel/Renov of Existing Educational Spaces - MMC		22,542,088	5,042,912			
	Priority C - Renovation Projects *		45,196,088	15,281,412	0	0	0
NEWC	Heiser Natural Science Addition		655,000	5,776,788	817,000		
UCF	Interdisciplinary Research and Incubator Fac		5,924,183	33,852,470	5,924,183		
FIU	Satellite Chiller Plant Expansion - MMC		7,000,000				
FIU	Strategic Land Acquisition		2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
	Priority D - Strategic Projects *		15,579,183	41,629,258	8,741,183	2,000,000	2,000,000
Total from PECO - Priority A			87,796,495	47,093,753	54,378,296	54,378,296	54,378,296
Total from GR - Priorities B,C and D			250,000,000	129,741,130	18,037,081	2,000,000	2,000,000
Grand Totals - A, B, C and D			337,796,495	176,834,883	72,415,377	56,378,296	56,378,296

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2014/2015 - 2018/2019 CAPITAL PROJECT LIST

ATTACHMENT I-a

Priority A	Critical Maintenance
Priority B	System & Continuation
Priority C	Renovation
Priority D	Strategic Projects
Future Priority	Future Projects

* Projects are listed in alphabetical order within the priority category.

Univ	Project	Prior Funding		Board Proposed 5 Years			
		All Years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Future Priority Projects *						
UCF	Arts Complex Phase II (Performance)			5,000,000	40,000,000	5,000,000	
FAU	Boca Library Renovation				3,920,000	16,000,000	20,480,000
UCF	Business Administration Renovation				9,969,844		
FGCU	Central Energy Plant Expansion Phase 3			9,000,000			
UCF	Chemistry Renovation				10,895,024		
UCF	Colbourn Hall Renovation					8,276,053	
UF	Dental Science Building Renovations					3,150,000	
FAMU	Dyson Building Remodeling						
UCF	Facilities & Safety Complex Renovation				4,856,238		
FAU	General Classroom Facility - Phase II			1,965,000	21,453,000	3,185,000	
FIU	Humanities Ctr (Arts and Sciences) - MMC			23,375,877	6,074,123		
FAU	Jupiter Research Building Renovation & Addition			14,650,000	14,350,000		
UCF	Library Renovation Phase II			33,000,000	3,500,000		
FSU	Library System Improvements (Phase I)						19,400,000
UF	McCarty Hall - A,B,D Renovations					12,362,500	13,800,000
UCF	Millican Hall Renovation				7,061,894		
UF	Norman Hall Remodeling/International Media Union				8,000,000	8,000,000	8,437,950
UF	Nuclear Science Buidling Renovations/Additions				19,741,983	20,258,017	5,000,000
NCF	Old Caples House & Carriage House Restoration & Mechanical Renovation					550,000	3,150,000
FAMU	Pharmacy Phase III						
UWF	Physical Education Renovation & Performance Center Improvements				2,907,750	10,104,793	10,104,793
NCF	Pritzker Marine Biology Service Core & College Hall Mechanical Renovation					1,290,000	
UNF	Renovations Schultz Hall Bldg 9						3,000,000
USF	Sarasota-South Parcel I Renovations/Redevelopment						
UNF	Skinner Jones Hall South Previous Renovation of Bldg 3				6,300,000	5,700,000	
USF	STEM Learning Center			4,523,847	26,508,304	18,162,417	
USF	USF Health Morsani College of Medicine Facility			5,848,359	42,395,874	54,963,226	
UCF	Visual Arts Renovation and Expansion				3,000,000	24,000,000	3,000,000
	Future Projects - Priority To Be Determined.	0	0	97,363,083	230,934,034	191,002,006	86,372,743
Grand Totals - A, B, C, D and E		N/A	337,796,495	274,197,966	303,349,411	247,380,302	142,751,039

Attachment II

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
 2014-2015 PECO Remodeling/Renovation/Repair/Maintenance Formula Funds
 Appropriation Request
 January 15, 2014

	<u>2014-2015</u>
UF	\$10,567,592
FSU	\$ 4,401,781
FAMU	\$ 1,432,238
USF	\$ 4,211,000
FAU	\$ 1,584,309
UWF	\$ 765,888
UCF	\$ 2,267,249
FIU	\$ 948,374
UNF	\$ 915,194
FGCU	\$ 387,091
NCF	<u>\$ 168,661</u>
State University System	\$27,649,348

*Amount is determined by a statutorily prescribed depreciation formula that considers the size, age, and replacement value of current facilities.

Attachment V

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Proposed Language for 2014-15 Fixed Capital Outlay Plant, Operation and
Maintenance Appropriation request
January 16, 2014

The following language is proposed to provide legislative authorization for general revenue for plant, operation and maintenance appropriations:

Section _____. Pursuant to s. 1013.74 and s. 1013.78, Florida Statutes, the following facilities may be constructed or acquired from non-appropriated sources, which upon completion will require general revenue funds for operation.

UF – Dasburg President’s House – New residence for the University President, 8,500 gsf. Located on the main campus.

UF – President Residence – Addition to the existing President Residence, 6,300 gsf. Located on the main campus.

UF/IFAS – Shade House – Updated facilities needed to perform research and teaching activities, 58,120 gsf. Located at Lake Alfred.

FSU – Postal Services/Receiving – Warehouse-type space, 15,000 gsf. Located on the south side of the main campus.

FAU – Research Park Office Building - Office building in adjacent FAU Research Park to support university programs, 27,000 gsf.

UCF – Rosen Educational Facility – Office, Classrooms and Multipurpose space. 52,000 GSF. Located at Rosen College of Hospitality.

UCF - Warehouse Support Building – Office and Warehouse space, 5490 gsf.

UCF – Global UCF and Continual Education – Offices, 52,490 gsf.

UCF –Facilities Zone Maintenance Building – Offices, Support Space, 6,400 gsf

STATE UNIVERSITY SYSTEM
Fixed Capital Outlay Projects that may Require Legislative Authorization
and General Revenue Funds to Operate and Maintain
BOB-2

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Annual Amount For Operational & Maintenance Costs	
							Amount	Source
UF	Equine Sports Performance Complex	12,000	This project is to construct a new 12,000 gsf pole-type facility with performance gates to assess lameness in large animals. Building will be located on the southwest corner of the existing Veterinary Medicine facilities.	UF Main Campus - Gainesville	\$715,000	UF-College	\$0	General Revenue
UF	Orthopaedics and Sports Medicine Institute PT Expansion	7,200	Enlargement of the Physical Therapy unit of the UF Orthopaedics & Sports Medicine Institute that will involve approximately 7,200 gsf on two floors.	UF Main Campus - Gainesville	\$2,600,000	UF-College	\$0	General Revenue
UF	Records Storage Building	5,400	New Records Storage Building for Main Campus UF	UF Main Campus - Gainesville	\$150,000	UF-Department	\$0	General Revenue
UF/IFAS	Conference Center (addition)	6,703	Conference Center for research and educational meetings.	Citra	\$1,500,000	Private	\$54,428	General Revenue
UF/IFAS	Communications Services	6,500	Updated facilities for communication and marketing initiatives	Gainesville	\$700,000	Private, grant, land and insurance proceeds, trust fund, interest	\$52,780	General Revenue
UF/IFAS	Research Lab	5,760	Updated facilities needed to perform research and teaching activities	Homestead	\$3,100,000	Relocation & Constructicon Trust Fund	\$46,771	General Revenue

Attachment V - b

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Annual Amount For Operational & Maintenance Costs	
							Amount	Source
UF/IFAS	Plant Diagnostics Lab	6,232	Updated facilities needed to perform research and teaching activities	Gainesville	\$1,700,000	Relocation & Construcion Trust Fund	\$50,603	General Revenue
FSU	Minor Projects for FSU Facilities	30,000	This project seeks funding for minor projects that are completed in the University's E&G facilities for which General Revenue funds will be necessary for operation and maintenance.	Main Campus - Tallahassee	\$5,000,000	E & G Funds	\$210,000	General Revenue
FSU	Thagard Building	36,000	This fall, the Student Health Center will vacate the Thagard Building and move into a new facility. The Center for Academic Retention and Excellence and other E&G operations will be relocated to the Thagard Building. PO&M funding is requested to accommodate these E&G functions.	Main Campus - Tallahassee	\$0	Auxiliary	\$360,000	General Revenue
FSU	Rodrick Shaw Building	24,028	The original portion of this facility is 11,388 GSF. When constructed in 1972, it housed business operations which at that time were considered E&G operations and it was funded accordingly. In 2003, the facility was expanded by 12,640 GSF to house the Telecommunication's offices. This portion was constructed using Auxiliary funds and no PO&M funds were requested. The Office of Telecommunications has merged with Academic and Administrative Computer Services and all areas are being located off-campus. The building is being turned over to the University for use as an academic support facility. PO&M funding is requested to cover the previously unfunded portion of the facility.	Main Campus - Tallahassee	\$0	Auxiliary	\$112,600	General Revenue

Attachment V - b

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Annual Amount For Operational & Maintenance Costs	
							Amount	Source
FSU	CAPS Dielectrics Lab		This project involves the construction of a lab for the study of dielectric properties (the storage and dissipation of electric and magnetic energy) in materials and is part of a grant for research by the Center for Advanced Power Systems.	Southwest Campus - Tallahassee		Research Grant	\$10,000	General Revenue
FSU	CAPS Medium Voltage Lab		This project involves the construction of a lab for the study of medium voltage components for electrical power and is part of a grant for research by the Center for Advanced Power Systems.	Southwest Campus - Tallahassee		Research Grant	\$30,000	General Revenue
USF-STP	Property Acquisition	10,100	Purchase of building/property adjacent to Campus for University use	Pinellas	\$1,000,000	USF Foundation	\$99,116	State Appropriation
FAU	Louis & Anne Green Memory Center Addition	7,950	Addition of classrooms to support the existing College of Nursing Memory Center Program	Boca Raton FL	\$1,000,000	Private	\$ 81,313	General Revenue
UCF	Classroom Building II	91,464	Classroom, office	UCF	\$23,475,601	PECO	\$1,371,960	General Revenue
UCF	Morgridge International Reading Center	16,726	Classroom, office, auditorium	UCF	\$5,200,000	Match and private	\$250,890	General Revenue
UCF	Innovative Center	13,896	Offices	UCF		E&G	\$208,440	General Revenue
UCF	Research Pavillion	1,164	Offices	UCF	\$7,450,000	E&G	\$17,460	General Revenue
UCF	Orlando Tech Center	25,925	Offices	UCF	\$16,830,000	E&G	\$388,875	General Revenue
FIU	Jewish Museum of Florida	13,025	The FIU has acquired this facility to be used for teaching in the College of Arts and Sciences, College of Art + Architecture, College of Business, College of Education and the College of Law. Two restored, masonry constructed former synagogue buildings are joined together by a glass-enclosed air-conditioned atrium. Both buildings are listed on the National Register of Historic Places.	Miami Beach	Donation	Private	\$173,688	(a) General Revenue/Auxiliary

Attachment V - b

Univ.	Project Title	GSF	Brief Description of Project	Project Location	Project Amount	Funding Source	Estimated Annual Amount For Operational & Maintenance Costs	
							Amount	Source
NCF	International & Area Studies Building - Phase 1	6,500	Faculty Offices, Student Advising & Support Space for International & Area Studies Plus Offices Supporting College Admissions & Financial Aid Functions	Main Campus - Sarasota	\$1,995,000	PECO Infrastructure Funds Plus \$500,000 in Private Funding	TBD	Plant Operations & Maintenance Funds
NCF	Open Air Classroom	800	Thatched Roof, Open Air Classroom Supporting Biology, Marine Biology and Environmental Studies Courses and Intertidal Lagoon	Main Campus - Sarasota	\$24,000	PECO Sea Wall Project	TBD	Plant Operations & Maintenance Funds



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Select Committee on Florida Polytechnic University

Cohen Center Ballroom

Florida Gulf Coast University

Fort Myers, Florida

January 15, 2014

2:00 p.m. – 3:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz

Members: Link, Morton

1. Call to Order and Opening Remarks Governor Tom Kuntz
2. **Approval of Committee Meeting Minutes:** Governor Kuntz
Minutes, May 23, 2012
3. **Florida Polytechnic University Implementation Update** Ms. Ava Parker
Chief Operating Officer,
Florida Polytechnic University
4. Closing Remarks and Adjournment Governor Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
January 15, 2014**

SUBJECT: Approval of Minutes of the May 23, 2012 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on May 23, 2012 at Daytona State College.

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 May 23, 2012 at Daytona State College.

Supporting Documentation Included:	Minutes, May 23, 2012
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Facilitators/Presenters:	Governor Kuntz
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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
HOSSEINI CENTER BALLROOM
DAYTONA STATE COLLEGE
DAYTONA BEACH, FLORIDA
MAY 23, 2012

*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

Governor Mori Hosseini, Chair, convened the meeting of the Select Committee on Florida Polytechnic University at 10:06 a.m. Members present were Dick Beard and Norman Tripp.

2. Approval of Committee Minutes from January 12, 2012

Mr. Tripp moved that the Committee approve the Minutes of the meeting held January 12, 2012 as presented. Mr. Beard seconded the motion and Chair Hosseini concurred.

3. Opening Remarks

Chair Hosseini welcomed all attendees to the meeting, including University of South Florida (USF) Board of Trustees members Steve Mitchell and Byron Shinn, USF President Judy Genshaft, and key transition staff from the USF; Provost Joe Glover and a representative from the General Counsel's office from the University of Florida (UF); and Provost Steve Hull from Polk State College representing President Eileen Holden. Chair Hosseini also welcomed USF Trustees Brian Lamb, Stephanie Goforth, and Jordan Zimmerman, who were participating by phone.

Chair Hosseini explained that Senate Bill 1994 immediately established Florida Polytechnic University when Governor Rick Scott signed it into law in April. The Select Committee's focus is now on ensuring a successful transition, including a USF teach-out program and the establishment of Florida Polytechnic's Board of Trustees.

Chair Hosseini recognized Mr. Frank Brogan, Chancellor of the State University System (SUS), for opening remarks. Chancellor Brogan affirmed the Board of Governor's commitment to developing a new plan and timeline to produce a quality university.

Chair Hosseini recognized Mr. Lamb to speak. On behalf of the USF Board of Trustees, Mr. Lamb gave his commitment to the creation of Florida Polytechnic and the support of their developing Board of Trustees and its autonomy.

Chair Hosseini recognized Dr. Genshaft to speak. Dr. Genshaft affirmed USF's desire to make the transition set in motion in April as transparent and seamless as possible. She mentioned the uncertainty staff at USF Lakeland had concerning their jobs, but promised those staff members they would have their jobs until at minimum July 1st, 2013. At the time of the Committee meeting USF was in the process of a "teach-out," offering summer school at the USF-Polk State College joint campus.

Chair Hosseini invited Ms. Vikki Shirley, General Counsel for the Board, to provide an overview of Senate Bill 1994.

4. Overview of SB 1994

Ms. Shirley explained that Section 1 of SB 1994 outlined the criteria of university independence and sets the date for independence as December 1, 2016. Ms. Shirley further explained that Section 2 concerned the transfer of assets from USF to Florida Polytechnic; Section 3 authorized the new university to certify a university foundation; Section 4 invalidated all Memorandum of Understanding between USF and USF-Polytechnic; and Section 5 required USF to obtain consent from the FCC and any third parties to facilitate the transfer of a broadband service station license to the new university and that process cannot begin until a Florida Polytechnic Board of Trustees has been established. Ms. Shirley clarified that UF and Provost Glover will provide the new university with assistance for hiring, training and accreditation, then outlined the sum of funds allocated by SB 1994.

5. Governance and Legal Issues

Ms. Shirley reminded the room that the Board is constitutionally responsible to oversee many aspects of the creation of the new university, including the setting of its mission and the creation of its Board of Trustees, which will then be responsible for hiring an interim president and conducting a search for a full-time president.

Mr. Beard asked Ms. Shirley what would happen with decisions and university functions until the new Florida Polytechnic Board of Trustees is put into place. Ms. Shirley replied that the Board of Governors has constitutional authority to provide guidance and appropriate coverage of business matters while the Florida Polytechnic Board of Trustees is not yet established. Chair Hosseini asked if the Board of Governors could hire an interim president prior to the formation of the Florida Polytechnic Board of Trustees. Ms. Shirley said that responsibility was delegated to the Florida

Polytechnic Board of Trustees and that the university's fund would not be appropriated until July 1st, 2012.

Ms. R.B. Friedlander, USF Deputy General Counsel, reminded the room that a few items of SB 1994 require third parties, such as the FCC license, and that USF retains responsibility under the law for all operations until June 30, 2012. Chair Hosseini asked if UF is overseeing hiring, accreditation, and administration and at what point that comes into effect. Ms. Shirley clarified that, at the time of the meeting, the practice was already in effect.

Chair Hosseini invited Dr. Jan Ignash, Chief Academic Officer for the Board, to brief the meeting attendees on academic and student affairs as well as the Southern Association of Colleges and Schools (SACS) and Board processes.

6. Academic and Student Affairs

Dr. Ignash provided information on USF's teach-out plan, Board program inventory, student services, a faculty and staffing plan, and USF's timeline for departure from the space.

Dr. Genshaft and USF Board of Trustees Chair John Ramil discussed the carry-forward money allocated for the teach-out, which led into a discussion of the overall budget.

Dr. Ignash turned to the issue of building Florida Polytechnic's academic programs, specifically during the time between establishing a core administrative group and recruiting students.

Chair Hosseini recessed for lunch break.

After returning from lunch, Chair Hosseini invited Mr. Tim Jones, Chief Financial Officer for the Board, to address financial matters concerning Florida Polytechnic.

7. Finances, Facilities, and Operations

Mr. Jones began by clarifying the role of The Florida Industrial and Phosphate Research Institute (FIPR) as it now related to Florida Polytechnic and USF, then spoke on the measures the Board office was taking to find funding for Florida Polytechnic, including carry-forward, contracts, grants, and auxiliaries on a case-by-case basis. Mr. Jones said an issue was the dramatic raising of Activity & Service Fee charges by USF Polytechnic in 2010 that created significant revenue for activities and services, as the USF student government at the Tampa campus and the Polytechnic campus agreed those fees would be used for students involved in the teach-out.

Mr. Tripp made a motion to the following effect: "Student fees paid by students enrolled at USF Polytechnic for activities, services, and other uses specific to that campus shall be deposited into a segregated account at USF and shall be spent for the benefit of the students who are enrolled at USF by June 1, 2012 and are subject to the teach-out requirements of USF for former USF Polytechnic students seeking to complete their degree with USF." Mr. Beard seconded the motion which carried unanimously.

Mr. Jones discussed the inventory of assets and the Board's role in transferring state appropriations toward the establishment of Florida Polytechnic and the USF teach-out.

Mr. Jones continued his discussion with contract renewals and leases during the transition, which led into a discussion on governance and financial autonomy within USF's branch campus arrangement. The committee discussed a concern about incubators under USF's control as well as funding tied to the surrender of facilities and transfer of leases.

Mr. Tripp made a motion to the following effect: "The University of South Florida will give notice of intent to Blue Sky West that USF Polytechnic will not renew the lease that will expire on July 30, 2012." Mr. Beard seconded the motion which carried unanimously.

Mr. Beard then made a motion to the following effect: "The University of South Florida, from all sources formerly available for USF Polytechnic, should continue to pay the monthly lease payments associated with all existing leases, except the Blue Sky West lease, held on behalf of and for the benefit of the former USF Polytechnic. USF will provide a full and complete list of expenditures related to these leases to the new Florida Polytechnic University Board once it is in place in compliance with SB 1994, Section 2." Mr. Tripp seconded the motion which carried unanimously.

Mr. Jones mentioned additional leases that would need to be covered by Florida Polytechnic Board of Trustees, including the College of Technology and Innovation (CTI) lab faculty and its accompanying equipment.

Mr. Jones said the last item he wanted to cover was an overview of operational Memorandums of Understanding (MOUs), then asked if the committee could return to the FIPR issue.

Mr. Tripp made a motion to the following effect: "The University of South Florida (USF) shall continue to provide administrative support services to include payroll, accounting, and any other mutually agreed upon services, to the Florida Industrial and Phosphate Research Institute (FIPR) and receive reasonable compensation (cost reimbursement) for them as negotiated between USF and FIPR and until such time as the Florida

Polytechnic University Board of Trustees can reasonably assume responsibility for providing those services. " Mr. Beard seconded the motion which carried unanimously.

Chair Hosseini invited Mr. Mitchell as well as Mr. John Long, Senior Vice President and Chief Operating Officer at USF, to provide the Committee with information on campus construction.

8. New Campus Construction Update

Mr. Mitchell began the discussion with an update on the receipt of consent from the Williams Acquisition Land Holding Company, and then mentioned the restrictive covenant prohibiting construction on the 1,000-foot western land boundary that was currently being addressed with the architect. Mr. Mitchell discussed the installation of a system to trap and vent radon that was negotiated at a reasonable cost. On June 30th Mr. Mitchell believed USF would be in a position to transfer the property.

Mr. Long said he expected the new Florida Polytechnic building to go vertical in June 2012, and then discussed the schedule for construction on a temporary utilities plant, ring road, underground utilities and landscaping, lakes, and causeways. Mr. Long then discussed the budget as reported to the Board of Governors, reporting that the project was not within budget.

Chair Hosseini insisted that all necessary parties look over the budget before making any declarations in order to prevent fines and ensure student safety. He asked that by next meeting the committee have a clearer understanding.

9. Concluding Remarks and Adjournment

Mr. Beard made a motion to the following effect: "Until such time as the Florida Polytechnic University Board of Trustees can reasonably assume responsibility for oversight of the construction of the Science, Innovation, and Technology building on the new campus, the University of South Florida shall provide oversight (including extension of the current owner's agent for six months) for the project from the funds appropriated for the project; except that any change orders, scheduling changes, contracts, or contract renewals or extensions shall be submitted to the Chancellor for approval." Mr. Tripp seconded the motion which carried unanimously.

Mr. Beard further made a motion to the following effect: "For all motions that resulted in recommendations today to the full Board, except for the motion related to student fees, I move that we place a reasonable time limitation on USF's responsibility and performance to continue with the actions we are recommending. A reasonable time period is three months from the time the Florida Polytechnic Board of Trustees are appointed by the Board of Governors and the Governor, with the recognition that all

items can be revisited, as necessary.” Mr. Tripp seconded the motion which carried unanimously.

Ms. Friedlander mentioned two notices of intent to terminate personnel in Lakeland as well as an investigation of Dr. Marshall Goodman, former chancellor of USF Polytechnic, conducted by USF. Derry Harper with the Board of Governors was conducting a fiscal audit. Ms. Shirley asked if there was an issue with United Faculty of Florida. Ms. Friedlander said they indicated they wanted consultation about the closing of USF Polytechnic. Chair Hosseini reiterated to President Genshaft that not one person questioned USF’s great work and reminded Provost Glover of the need for UF’s help in this process.

Having no further business, Chair Hosseini adjourned the meeting at 3:02 p.m.

Tom Kuntz, Chair

Melissa Giddings, Educational Policy Analyst

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
January 15, 2014**

SUBJECT: Florida Polytechnic University Implementation Update

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Florida Polytechnic University was created by the 2012 Legislature and Governor Scott. Section 1004.345, Florida Statutes, requires that by December 31, 2016, the university shall achieve accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools; initiate new programs in STEM fields; seek discipline-specific accreditation for programs; attain a minimum FTE of 1,244, with a minimum 50 percent of that FTE in the STEM fields and 20 percent in programs related to those fields; complete facilities and infrastructure; and have the ability to provide administration of financial aid, admissions, student support, information technology, and finance and accounting with an internal audit function. The university expects to enroll its first students in Fall 2014.

Florida Polytechnic University will provide an update that will cover the following aspects of implementation:

- 1) Curriculum Planning and Development
- 2) Student Recruitment Strategies and Response Rate
- 3) Scholarships and Other Student Support
- 4) Faculty and Staff Recruitment
- 5) Budget and Facilities

Supporting Documentation Included: None

Facilitators/Presenters: Ms. Ava Parker



AGENDA
Strategic Planning Committee
Cohen Center Ballroom
Florida Gulf Coast University
Fort Myers, Florida
January 15, 2014
3:15 p.m. – 4:00 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Chopra, Lautenbach, Morton, Webster

- 1. Call to Order and Opening Remarks** **Governor Dean Colson**
- 2. [Approval of Committee Meeting Minutes:](#)** **Governor Colson**
Minutes, [November 20, 2013](#)
- 3. [2012-2013 State University System Accountability Report](#)** **Dr. Jan Ignash**
Vice Chancellor
for Academic and Student Affairs
Board of Governors
- 4. Closing Remarks and Adjournment** **Governor Colson**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 15, 2014**

SUBJECT: Approval of Minutes for Meeting held November 20, 2013

PROPOSED COMMITTEE ACTION

Approval of minutes for meeting held November 20, 2013 at Florida International University.

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 November 20, 2013 at Florida International University.

Supporting Documentation Included:

Minutes: November 20, 2013

Facilitators/Presenters:

Governor Colson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
NOVEMBER 20, 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 and Opening Remarks

Governor Patricia Frost convened the meeting of the Strategic Planning Committee at 2:33 p.m. on November 20, 2013 with the following members present: Dr. Manoj Chopra, Dean Colson, Ned Lautenbach, Ed Morton, and Elizabeth Webster. A quorum was established.

2. Approval of Minutes from Committee Meetings held September 12, 2013 and September 27, 2013

Governor Chopra noted a correction to the meeting minutes to be incorporated in paragraph 3 on page 669 to clarify Governor Colson indicated that Florida Atlantic University (FAU) was requesting to close its Transfer Coast Campus in Port St. Lucie due to declining state support and increased competition for a limited pool of students in the area. Governor Lautenbach moved that the Committee approve the minutes of the meetings held on September 12, 2013 as amended, and on September 27, 2013. Mr. Colson seconded the motion, and the members of the committee concurred.

3. Florida Center for Cybersecurity Report

Governor Frost explained that proviso language in the General Appropriations Act of 2013 requires that the Board of Governors submit a report no later than December 1, 2013, to the Legislature and the Governor that provides a plan for the creation of a Florida Center for Cybersecurity at the University of South Florida. She said that USF has taken the lead in drafting the report and plan for the new center, working with board staff. If funded by the 2014 Legislature, USF will seek approval of the Florida Center for Cybersecurity as a State of Florida Center under Board Regulation 10.015. Governor Frost called on Provost Ralph Wilcox of the University of

South Florida to provide a brief presentation. Dr. Wilcox was joined in his presentation by General John F. Kelly, Commander of the United States Southern Command.

Governor Lautenbach moved approval of the Florida Center for Cybersecurity Report. The motion was seconded by Governor Morton, and the motion was approved unanimously.

4. Initial State University System Educational Sites Inventory

Governor Frost explained that, in November 2011, the Board of Governors amended Regulation 8.009, Educational Sites to update the site typology and processes for creating, terminating, and reclassifying educational sites. Board staff was subsequently directed to create an updated inventory of existing educational sites for the purpose of grandfathering pre-existing sites and to serve as a starting point from which to manage educational sites in the future. Working with university contacts, a draft inventory has been compiled and a comprehensive educational site inventory is being developed that will include those sites that require Board of Governors approval and sites which require only university-level approval. The Educational Sites Inventory was presented as an information item because existing sites have already been through an approval process. Governor Frost called on Interim Chancellor Ignash to make a brief presentation. Interim Chancellor Ignash's presentation outlined the various types of educational sites existing in the State University System, their characteristics, and the processes for their approval.

5. Further Consideration of Strategic Plan Alignment

Governor Frost explained that the Committee began a dialogue at its September 2013 meeting with regard to Strategic Plan Alignment. One component was to review key metrics to determine whether Strategic Plan goals would be met on those particular metrics. Of the eleven metrics under consideration, four are below projected levels and need further consideration about whether they should be maintained or reduced. Governor Frost indicated that staff had analyzed data relative to these metrics and was prepared to make recommendations and that the Committee needed to work toward a decision concerning maintaining or reducing the goals for the Board's 2025 Strategic Plan. Governor Frost called on Interim Chancellor Ignash to make a brief presentation.

Following Interim Chancellor Ignash's presentation, Committee and Board members provided questions and observations. Governor Colson queried as to whether the universities were providing the graduate programs in STEM that students want. Governor Beard pointed out the need to take into account any costs associated with expanded facilities, particularly in STEM. Governor Morton observed that the

System needed to take a closer look at the provision of online degree programs. Governor Huizenga observed that not attracting graduate students in STEM would impact R&D funding. Governor Frost indicated that the Committee would continue to discuss the Strategic Plan alignment and metrics that are below trajectory in future Committee meetings.

6. Updating of Programs of Strategic Emphasis

Governor Frost explained that as part of the Strategic Plan Alignment project, staff was directed to update the categories and list of academic Programs of Strategic Emphasis. Following a similar methodology to the one used in 2008, staff reviewed reports and data produced by the key economic and workforce development organizations in Florida, and also reviewed related national reports. Based upon these sources the categories associated with the Programs of Strategic Emphasis have been updated, and degree programs offered by the state universities have been reclassified in alignment with the new categories. The updated Programs of Strategic Emphasis was presented for approval and will go into effect for the 2014-2015 academic year. Governor Frost called on Associate Vice Chancellor R.E. LeMon to make a brief presentation. Dr. LeMon's presentation focused on the process used to update the programs of strategic emphasis, resulting in a change from six broad categories to a recommended five: Critical Workforce: Education, Critical Workforce: Health, Critical Workforce: Gap Analysis, Economic Development: Global Competitiveness, and Economic Development: STEM.

Governor Lautenbach moved approval of the updated Programs of Strategic Emphasis. The motion was seconded by Governor Morton, and the motion was approved unanimously.

7. University of South Florida Regional Institution Missions

Governor Frost explained that during the University Work Plan presentations in June 2013, the University of South Florida was asked to return to the Board of Governors to address the issue of mission-setting at its regional institutions – USF St. Petersburg and USF Sarasota-Manatee. Governor Frost invited President Genshaft to make a presentation. President Genshaft provided information with regard to how missions are established, and the extent to which mission-setting is a dialogue between the USF Tampa campus, the USF Board of Trustees, and the regional institutions. President Genshaft was joined by University of South Florida Board of Trustees member Brian Lamb.

Governor Hosseini remarked that the current legislation and requirement for separate accreditation by the Southern Association of Colleges and Schools were both potentially subject to change if it meant assisting the University in getting the same efficiency results from all of its campuses. Governor Colson urged the University to work to relieve any local pressure for a thirteenth free-standing university, because the Board's Access and Attainment Commission had demonstrated that there was no need for more free-standing institutions to meet the anticipated demand for postsecondary education.

8. Preeminent State Research University Benchmark Plans

Governor Frost explained that the 2013 Legislature passed, and the Governor approved, Senate Bill 1076, codified as Chapter 2013-27, Laws of Florida, which included the creation of the preeminent state research universities program. On June 10, 2013, the Board designated the University of Florida and Florida State University as the only universities meeting the statutorily established requirements. The legislation required each designated university to submit to the Board for approval a 5-year benchmark plan for national excellence. Upon approval of each university's plan, the legislation requires the Board to award to each university \$15 million in funds that were included for this purpose in the institution's lump sum appropriation from the 2013-2014 General Appropriations Act (GAA). Upon the university's annually meeting the benchmark plan goals, the Board will award an amount specified in the GAA throughout the 5-year period.

Governor Lautenbach moved approval of the Preeminent State Research University Benchmark Plans. The motion was seconded by Governor Morton, and the motion was approved unanimously.

9. Closing Remarks and Adjournment

Having no further business, the meeting was adjourned at 4:10 p.m.

Governor Dean Colson,
Chair

Karen Dennis, Executive Assistant

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 15, 2015**

SUBJECT: State University System 2012-2013 Annual Accountability Report

PROPOSED COMMITTEE ACTION

Approve the State University System 2012-2013 Annual Accountability Report.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2012-2013 Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, distance learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities.

Individual university reports are available at:

http://flbog.edu/resources/publications/2012-13_accountability.php.

Vice Chancellor Ignash will make a presentation with regard to key metrics in the 2012-2013 Annual Accountability Report.

Supporting Documentation Included: State University System 2012-2013 Annual Report

Facilitators/Presenters: Jan Ignash

2012-13

ANNUAL ACCOUNTABILITY REPORT

PENDING APPROVAL BY THE BOARD OF GOVERNORS - JAN. 16, 2014



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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Appendix: System 5-Year Data Tables.....	SEE LINK





Introduction

The State University System of Florida is committed to excellence in teaching, research and public service—the traditional mission of universities. This is achieved through a coordinated system of institutions, each having a distinct mission and each dedicated to meeting the needs of a diverse state and nation. This past year, the System has experienced myriad accomplishments and has identified a number of opportunities for improvement:

- The State University System of Florida six-year graduation rate (of 68%) continues to be strong (ranked 3rd compared to the ten largest public university systems) and has maintained an annual improvement of about 1%. The Board has prioritized improving the graduation rates of all universities, especially those that still fall below the national average.
- STEM (science, technology, engineering, and math) degree production increased more than non-STEM degree production during the past four years for both baccalaureate degrees and graduate degrees. At the baccalaureate level, STEM degrees grew 31%, outpacing the 13% growth in non-STEM disciplines. And, graduate STEM degrees grew 28% compared to the 11% of non-STEM degrees (see page 15 for more information).
- The State University System is one of the most active public university engines for R&D in the country, expending \$1.8 Billion dollars in FY2011-12. Collectively, SUS institutions have had more utility patents awarded in the past five years than any other entity in Florida. The SU S has almost 500 institutes and centers conducting research with an average \$4.85 ROI for every state dollar invested, and the 11 Centers of Excellence have a collective ROI of \$5.52 for every state dollar invested (see pages 16–21 for more information).
- Universities terminated 46 degree programs during the 2012-13 academic year. In addition, many other new programs that were identified on the University Work Plans as being considered for implementation in AY2012-13 were not implemented as a result of a robust and ongoing review process by the Council of Academic Vice Presidents.
- At the System level, Distance Learning and Hybrid FTE have increased across all levels for the past three years – increasing from 17% of total FTE in 2010-11 to 21% in 2012-13. Already a national leader in online education, Florida is now working to better organize its distance learning offerings (see pages 13-14 of this System report).
- The System is developing a performance-funding model, that will drive universities toward achieving the State's top priorities and reward both excellence and improvement on key metrics, especially in areas of student success (see page 6 of this System report).

The following sections of this accountability report align with the Board's 2025 Strategic Plan goal areas and report university performance relative to these goals.

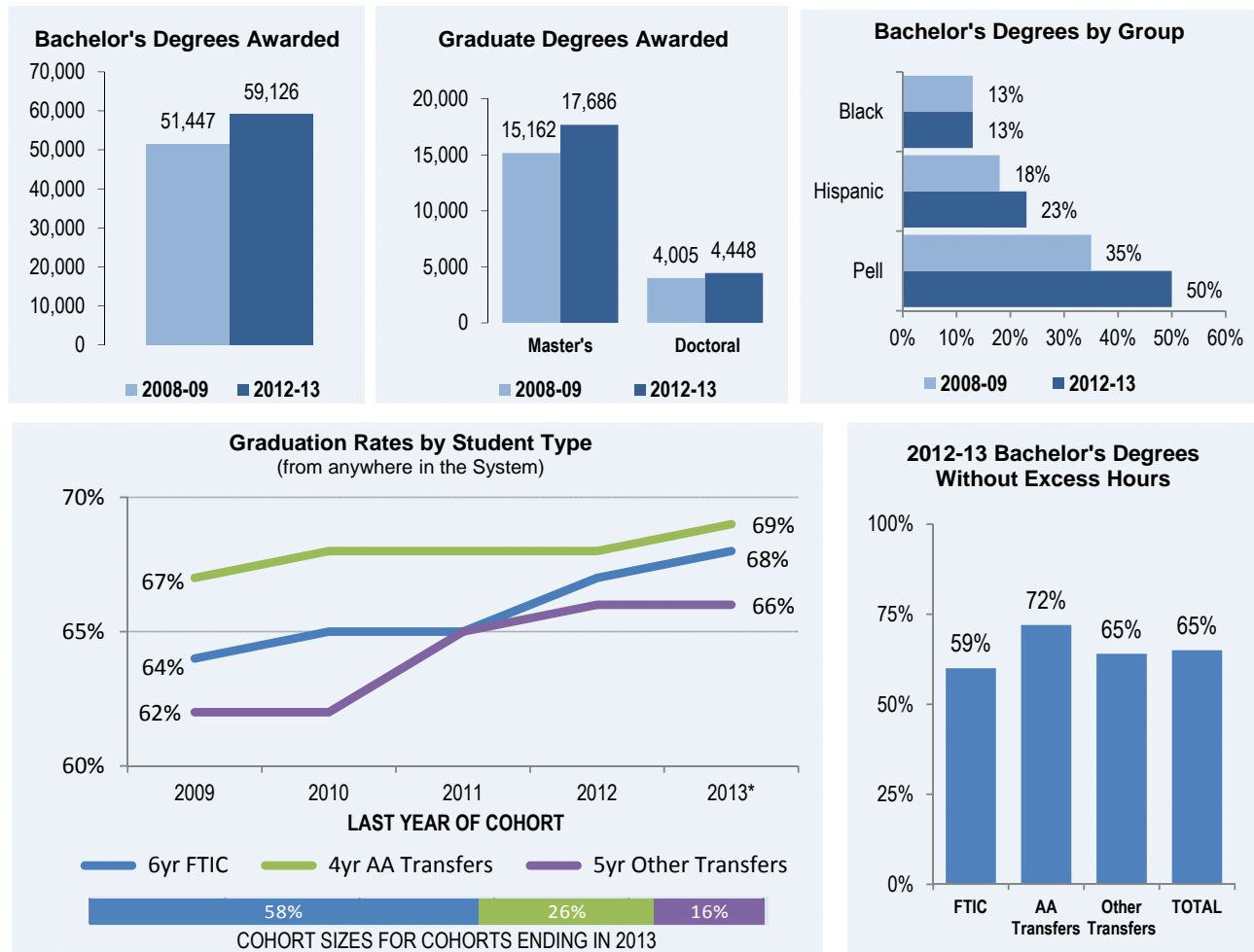


Dashboard

Enrollments	Fall 2012	% Total	2011-2012 % Change	Degree Programs Offered			Basic Carnegie Classifications (as of 2012)	
TOTAL	334,989	100%	2%	TOTAL (as of Spring 2013)			Research Universities (Very High Activity)	FSU, UCF, UF, USF
White	171,312	51%	-1%	Baccalaureate			Research Universities (High Activity)	FAU, FIU
Hispanic	75,008	22%	7%	Master's			Doctoral/Research Universities	FAMU, UWF
Black	44,904	13%	0%	Research Doctorate			Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Other	43,765	13%	6%	Professional Doctorate			Arts & Sciences Focus, (No Graduate)	NCF
Full-Time	240,386	72%	1%	Faculty (Fall 2012)	Full-Time	Part-Time		
Part-Time	94,603	28%	4%					
Undergraduate	258,164	77%	1%	TOTAL				
Graduate	62,102	19%	1%	Tenure & Ten. Track				
Unclassified	14,723	4%	6%	Non-Tenured Faculty				

Note*: Preliminary Fall 2013 headcount enrollment is 331,922.

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

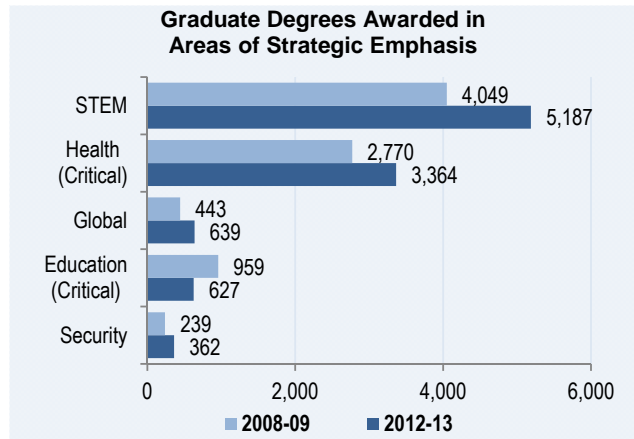
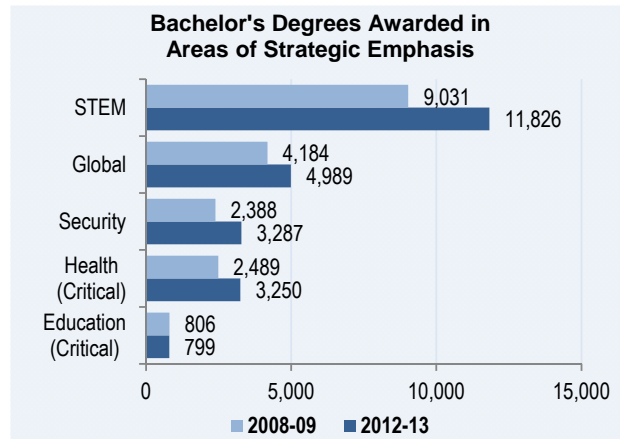


* Based on 2013 preliminary data



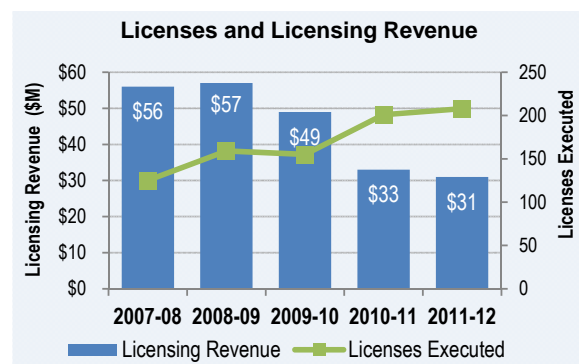
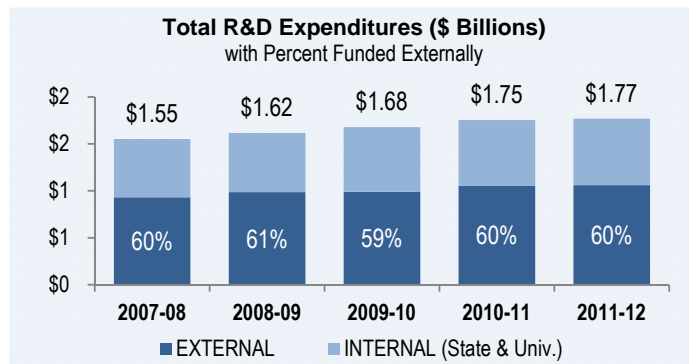
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

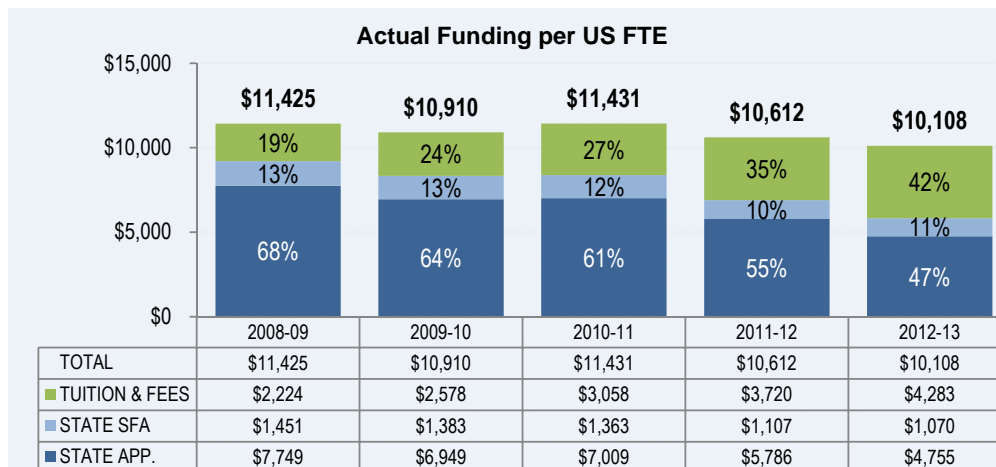


Notes for Programs of Strategic Emphasis: Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



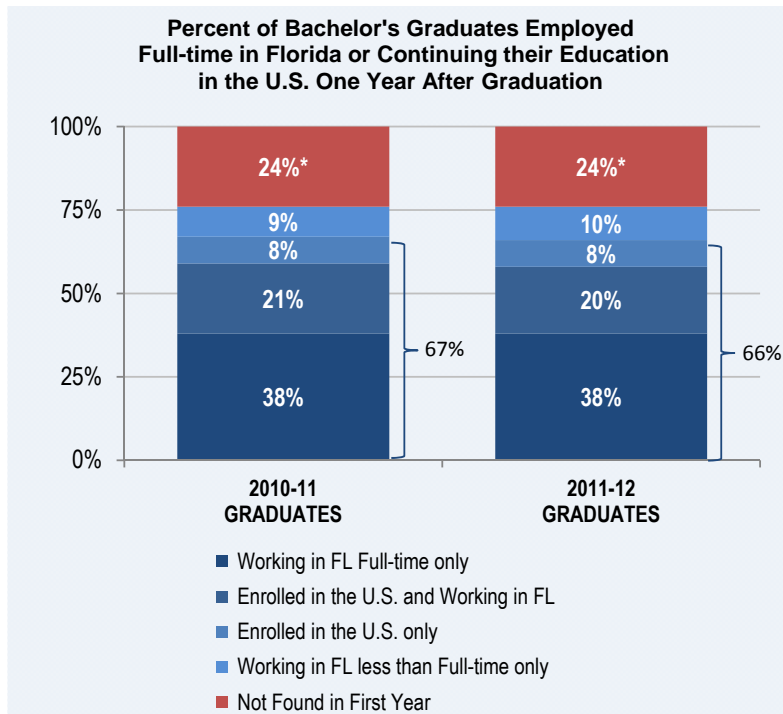
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State-funded SFA are removed from the total Tuition and Fees amounts and the remaining amounts are reflected here as Tuition & Fees. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package.

Note: Student FTE are actual (not funded) and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). This data is not adjusted for inflation.



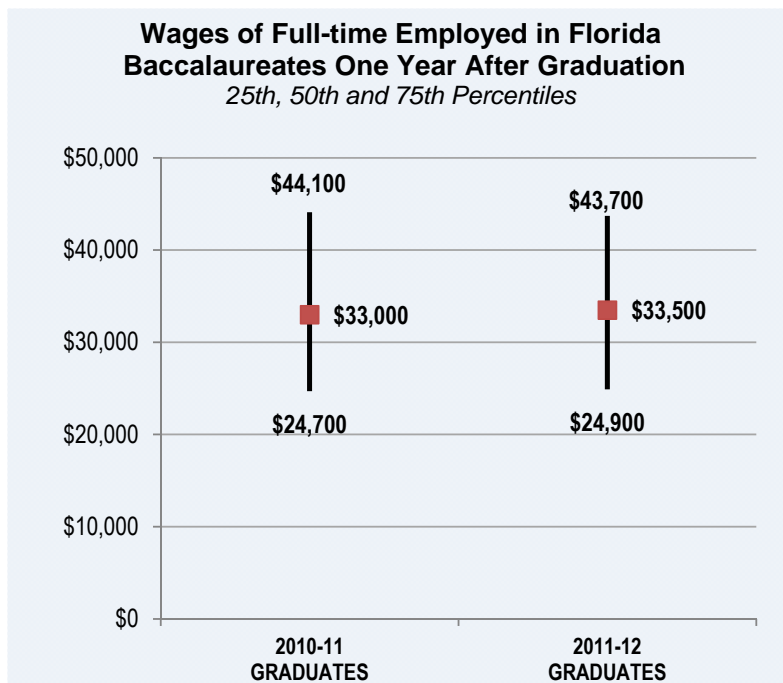
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not.

Note*: The 'Not Found in First Year' represents the percentage of students that were not found in the data during the first year. It is important to note that BOG staff 'found' 90% and 86% of the total graduating class for 2010-11 and 2011-12, respectively. Many were 'found' after the one year time-period. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 45% and 46% of the total graduating class for 2010-11 and 2011-12, respectively. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

The Performance Funding (PBF) Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans. The PBF model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

■ METRICS COMMON TO ALL UNIVERSITIES [reports Excellence & Improvement (1-Year Δ) values]

Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-12	60%	70%	70%	67%	61%	44%	69%	63%	69%	69%	60%	66%
%pt Change	-3%	0%	0%	-1%	-3%	-5%	0%	0%	-2%	-1%	0%	-1%

Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-12	30,000	34,900	32,900	35,100	30,300	21,200	33,700	33,100	34,200	34,600	31,000	33,500
% Change	5%	1%	0%	-1%	0%	-1%	1%	6%	4%	4%	0%	1%

Average Cost per Bachelor's Degree [Instructional Costs to the University]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	\$37,949	\$32,430	\$29,240	\$26,730	\$25,500	\$74,640	\$21,010	\$24,960	\$29,350	\$24,340	\$31,080	\$26,839
% Change	2%	-2%	-2%	0%	2%	0%	3%	0%	3%	4%	1%	0%

Six-Year Graduation Rate for First-time-in-College (FTIC) Students [includes full- and part-time students]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2007-13	39%	40%	43%	50%	76%	66%	66%	86%	48%	61%	44%	68%
%pt Change	0%	0%	-1%	3%	1%	-3%	1%	1%	1%	7%	-2%	1%

Academic Progress Rate [Second Year Retention Rate with GPA Above 2.0]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	72%	70%	72%	78%	90%	81%	86%	96%	76%	87%	63%	84%
%pt Change	7%	-3%	1%	3%	0%	-2%	0%	1%	-2%	2%	0%	2%

Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	43%	40%	35%	40%	35%	56%	35%	47%	33%	46%	39%	39%
%pt Change	3%	3%	2%	1%	1%	6%	3%	1%	1%	4%	2%	x%

University Access Rate [Percent of Undergraduates with a Pell grant]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2012	65%	41%	35%	47%	30%	29%	38%	32%	36%	41%	39%	39%
%pt Change	-3%	0%	1%	-2%	-1%	-1%	2%	0%	1%	0%	2%	0%

Graduate Degrees Awarded within Programs of Strategic Emphasis

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	39%	33%	36%	40%	31%	.	47%	59%	34%	57%	29%	46%
%pt Change	-4%	-2%	5%	1%	0%	.	-3%	2%	6%	4%	2%	x%



INSTITUTION SPECIFIC METRICS

Board of Governors Choice Metrics

Baccalaureate Degrees Awarded Without Excess Hours

	FAMU	FAU	FGCU	FIU	FSU*	NCF*	UCF	UF*	UNF	USF	UWF	SUS
2012-13	31%	63%	62%	70%	76%	12%	60%	77%	71%	56%	65%	65%

Note: FSU, NCF, and UF data are only provided for context as they were not selected as the Institution-Specific metric by the Board of Governors – see these below. Improvements were made to the data collection and reporting process beginning with the 2012-13 data, so prior year data is not comparable this year. This is the first year that excess hour data is available for NCF.

UNIV	METRIC	YEAR	CURRENT	1YR CHANGE
NCF	National Ranking (top 50)	2013	4	n/a
NCF	Freshmen in Top 10% of High School Graduating Class	Fall 2012	35%	-8% pts
FSU	Number of Faculty Awards	2011	11	2
UF	Number of Faculty Awards	2011	18	-4

Board of Trustee Choice Metrics

UNIV	METRIC	YEAR	CURRENT	1YR CHANGE
FAMU	Percent of R&D Expenditures Funded from External Sources	2011-12	86%	-2% pts
FAU	Percent of Baccalaureate Degrees Awarded to Minorities	2012-13	42%	0% pts
FGCU	Percent of Baccalaureate Degrees Awarded to Minorities	2012-13	23%	5% pts
FIU	Percent of Baccalaureate Degrees Awarded to Minorities	2012-13	82% 5,851	1% pts 448
FSU	National rank higher than predicted by the Financial Resources ranking (based on U.S. News & World Report)	2013	115	n/a
NCF	Percent of Undergraduate Seniors Participating in a Research Course	2012-13	100%	0% pts
UCF	Bachelor's Degrees Awarded Annually	2012-13	12,321	7%
UF	Total Research Expenditures	2011-12	\$697 M	\$-43 M
UNF	Percent of Course Sections Offered via Distance and Blended Learning	2012-13	9%	2% pts
USF	Number of post-doctoral appointees	2011	300	7
UWF	Percent of Adult (Aged 25+) Undergraduates Enrolled	Fall 2011	32%	-1% pts



Degree Productivity and Program Efficiency

BACHELOR'S DEGREES AWARDED

Bachelor's degrees awarded increased 2.8% from 2011-12, which is slower than the 5-year average annual growth rate (of 3.8%). Students transferring into the State University System from the Florida College System with an Associate in Arts degree are the fastest growing segment of the undergraduate graduating class. AA Transfers comprised 36% of the 2012-13 graduating class, which is up from the 32% in 2008-09.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS
2008-09	1,435	4,467	1,346	5,663	7,630	158	9,373	9,207	2,892	7,479	6,140	671	450	1,799	51,449
2012-13	1,489	5,124	1,875	7,746	7,938	198	12,321	8,245	3,221	8,999	7,617	826	556	1,969	59,125

Bachelor's Degrees Awarded by Student Type

Percent of Bachelor's Degrees Awarded to First-Time-in-College Students

2008-09	70%	27%	38%	40%	64%	85%	42%	66%	40%	37%	42%	15%	4%	28%	48%
2012-13	67%	31%	52%	31%	61%	83%	39%	72%	41%	38%	42%	24%	1%	33%	46%

Percent of Bachelor's Degrees Awarded to AA Transfer Students

2008-09	10%	36%	27%	35%	24%	3%	45%	24%	37%	30%	27%	46%	59%	42%	32%
2012-13	13%	42%	26%	44%	27%	8%	51%	21%	40%	32%	30%	42%	54%	39%	36%

Percent of Bachelor's Degrees Awarded to Other Transfer Students

2008-09	20%	37%	35%	25%	12%	12%	13%	10%	23%	32%	31%	39%	37%	30%	21%
2012-13	20%	27%	22%	25%	12%	9%	11%	7%	19%	30%	28%	35%	44%	28%	18%

Bachelor's Degrees Awarded to Underrepresented Groups

Percent of Bachelor's Degrees Awarded to Non-Hispanic Black Students

2008-09	94%	18%	5%	13%	12%	1%	9%	8%	10%	12%	14%	7%	6%	9%	13%
2012-13	96%	18%	6%	12%	10%	2%	10%	8%	9%	11%	12%	7%	6%	8%	13%

Percent of Bachelor's Degrees Awarded to Hispanic Students

2008-09	1%	19%	11%	67%	10%	11%	13%	14%	6%	12%	13%	8%	6%	5%	18%
2012-13	1%	24%	17%	69%	15%	12%	19%	18%	8%	16%	17%	10%	12%	7%	23%

Percent of Bachelor's Degrees Awarded to Pell Grant Recipients

2008-09	66%	38%	28%	48%	30%	26%	32%	28%	30%	39%	43%	23%	21%	38%	35%
2012-13	77%	54%	48%	64%	41%	39%	47%	40%	48%	54%	54%	51%	56%	50%	50%

ANNUAL ACCOUNTABILITY REPORT
2012-2013STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

DRAFT PENDING BOG APPROVAL – 1/09/2013

GRADUATE DEGREES AWARDED

Graduate degrees awarded increased 1.4% from 2011-12, which is slower than the average annual growth rate since 2008-09 (of 3.8%). This trend is primarily due to a decline in the growth rate for Master's degrees.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS
Graduate Degrees Total															
2008-09	582	1,236	302	2,509	2,856	.	2,061	5,648	619	2,884	2,097	158	125	476	19,167
2012-13	678	1,543	385	3,440	3,104	.	2,587	5,981	582	3,209	2,558	143	60	625	22,134
Master's and Specialist Degrees															
2008-09	276	1,146	302	2,259	2,176	.	1,869	3,620	586	2,482	2,097	158	125	450	15,162
2012-13	277	1,440	353	3,033	2,368	.	2,307	4,017	542	2,761	2,558	143	60	588	17,686
Research Doctoral Degrees															
2008-09	19	84	0	127	343	.	192	664	13	248	248	0	0	26	1,714
2012-13	23	90	10	156	370	.	238	742	8	295	295	0	0	37	1,969
Professional Doctoral Degrees															
2008-09	287	6	0	123	337	.	0	1,364	20	154	154	0	0	0	2,291
2012-13	378	13	22	251	366	.	42	1,222	32	153	153	0	0	0	2,479

Note: In preparation for separate SACS accreditation, USF Sarasota-Manatee discontinued several master's level programs in 2009-10 that were offered through USF Tampa. In addition, there has been a decline in demand for master's degrees in Education.

10 MOST POPULAR DEGREES BY ACADEMIC DISCIPLINE

Academic Discipline			Graduate					
Bachelor's	%Δ ¹	Academic Discipline	Master's PhD	Prof.	Total	%Δ ¹		
1 Business and Management	13,549	8%	Business and Management	4,387	51	.	4,438	16%
2 Social Sciences	6,856	16%	Health Professions	2,587	124	1,479	4,190	27%
3 Health Professions	5,372	28%	Education	2,764	302	5	3,071	-12%
4 Psychology	5,060	47%	Engineering	1,803	384	.	2,187	16%
5 Biological/Biomedical Sciences	3,629	49%	Law	141	2	992	1,135	5%
6 Education	3,567	-18%	Public Administration	1,051	30	.	1,081	37%
7 Engineering	3,367	25%	Biological/Biomedical Sciences	569	215	.	784	76%
8 Mass Communications	3,070	7%	Social Sciences	468	105	.	573	8%
9 Homeland Security, Enforcement, Emergency	2,517	41%	Visual and Performing Arts	467	44	.	511	14%
10 Visual and Performing Arts	2,086	10%	Physical Sciences	226	221	.	447	27%

Note: The percent change (%Δ) is the change in degrees awarded from 2008-09 to 2012-13. Degree counts include first and second majors



■ UNDERGRADUATE RETENTION AND GRADUATION RATES

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping first-time-in-college (FTIC) students who are at risk academically. The percentage of students who have maintained a Grade Point Average of 2.0 or higher by the end of their first year and continue to their second Fall term serves as an early indicator of student success.

Academic Progress Rate [Second Year Retention Rate with GPA Above 2.0]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS*
2008-09	62%	71%	74%	76%	90%	86%	86%	95%	77%	83%	84%	74%	n/a	73%	83%
2012-13*	72%	70%	72%	78%	90%	81%	86%	96%	76%	87%	88%	74%	n/a	63%	84%

Notes: Institutional graduation rates report retention at the same university; and, the System rate reports retention anywhere in the System. USF-SM began admitting FTICs in Fall 2013.

Graduation Rates [From the Same Institution]

System graduation rates are up for all three student types - First-time in College (up 4% pts), AA transfers (up 2% pts), and Other Transfers (up 4% pts) – from five years ago.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS*
FTIC_[FT&PT] (6 Years)															
2003-09	40%	36%	45%	45%	71%	60%	63%	82%	49%	45%	46%	32%	n/a	43%	64%
2007-13*	39%	40%	43%	50%	76%	66%	66%	86%	48%	61%	62%	40%	n/a	42%	68%

AA Transfer (4 Years)

2005-09	68%	65%	64%	61%	75%	88%	64%	81%	64%	60%	59%	57%	63%	68%	69%
2009-13*	60%	63%	67%	61%	79%	75%	66%	86%	70%	66%	68%	58%	65%	65%	71%

Other Transfers (5 Years)

2004-09	48%	55%	53%	54%	75%	63%	67%	85%	58%	54%	53%	53%	63%	54%	62%
2008-13*	63%	60%	55%	57%	78%	77%	69%	89%	76%	62%	64%	48%	56%	52%	66%

Notes: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. USF-SM began admitting FTICs in Fall 2013. Note*: Since degrees can be awarded after the last semester of coursework, the cohorts ending in 2013 are preliminary data that may increase slightly with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



EXCESS HOURS

In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour in excess of the total hours required for a degree. The surcharge, which is assessed only on the tuition portion of the total costs, means that all credits beyond the threshold specified in law will cost the full (and higher) out-of-state rate. The provisions of this section first became effective for students who entered the Florida College System or the State University System for the first time in the 2009-2010 academic year. Because this new fee will begin impacting students during their final semester(s), universities must continually evaluate students on their degree progression and notify them so they can plan accordingly.

2012-13 Bachelor's Degrees Awarded Without Excess Hours*

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST. PETE	USF SAR-MA	UWF	SUS
FTIC	25%	44%	61%	39%	76%	8%	54%	73%	65%	52%	51%	58%	n/a	49%	59%
AA Transfers	56%	76%	67%	86%	76%	25%	65%	88%	78%	65%	63%	65%	71%	75%	72%
Other Transfers	35%	66%	59%	80%	82%	39%	57%	82%	69%	50%	46%	52%	67%	72%	65%
TOTAL	31%	63%	62%	70%	76%	12%	60%	77%	71%	56%	53%	59%	70%	65%	65%

Note: This fee cannot be waived by institutions, but the law provides for several exemptions to the Excess Hour fee, most notably that only transfer credits that are applied to the degree should be included in the calculation of the fee.

Note*: It is important to note that the statutory provisions of the "Excess Hour Surcharge" have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The data above is based on the latest statutory requirements that mandates 110% of required hours as the threshold. This data does not attempt to report how many students have actually paid the surcharge at this time. The Board of Governors will monitor actual surcharge payment data, but will continue to base this accountability metric on the latest statutory requirements because it provides a good perspective on what impact this new fee will have in the near future after the phase-in period is over. For more details see Section 1009.286, Florida Statutes at: <http://www.flsenate.gov/laws/statutes/2012/1009.286>.

The table below provides a look at the distribution of baccalaureate graduates by how many credit hours they actually earned during their programs of study, which provides a more detailed picture of the graduating class than simply aggregating everyone above or below a threshold.

Percentage of 2012-13 Bachelor's Degrees by Credit Hours Earned

[Only for graduates of 120 credit hour programs]

STUDENT TYPE	WITHOUT EXCESS HOURS			WITH EXCESS HOURS		
	<120	120	120-132	132-140	140-150	150+
FTIC	27%	3%	29%	12%	12%	18%
AA Transfers	25%	7%	40%	11%	9%	8%
Other Transfers	24%	5%	35%	12%	10%	14%
TOTAL	26%	5%	34%	12%	10%	14%

Note*: This table provides the total native hours and only the non-native hours (or, transfer hours) that are used toward the degree. This data uses the same exemptions (credits earned via dual enrollment, credit by exam, foreign language credits, internship credits, credit for life experience, credit for military training, and graduate rollover credit) that are used in calculating the excess hour metric, which is why students can have less than 120 credits.



ENROLLMENT

With 334,989 students enrolled in Fall 2012 (the most recently available data), the State University System of Florida had the second-largest enrollment among public four-year institutions, behind the California State University System. As a System, undergraduate enrollment increased 1% from Fall 2011 to Fall 2012, and graduate headcount enrollment increased 1% from Fall 2011 to Fall 2012. However, the amount of credit hours (as measured by FTE) was flat for undergraduates and declined at the graduate level.

Fall 2012 Headcount Enrollment

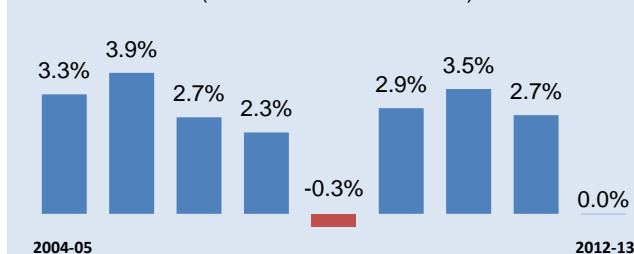
	AMERICAN INDIAN	ASIAN	BLACK, AFRICAN-AMERICAN	HISPANIC or LATINO	PACIFIC ISLANDER	WHITE	MULTIPLE RACES	NON-RESIDENT ALIEN	NOT REPORTED	TOTAL
Unclassified	43	599	2,192	4,507	17	5,379	137	1,387	462	14,723
Undergraduate	639	11,418	36,040	62,012	550	133,630	6,151	4,354	3,370	258,164
Master's	152	2,330	5,570	7,245	64	24,677	652	4,716	1,511	46,917
Doctoral	31	536	1,102	1,244	7	7,626	138	4,088	413	15,185
Total	865	14,883	44,904	75,008	638	171,312	7,078	14,545	5,756	334,989

2012-13 Full-Time Equivalent (FTE) Enrollment [only includes State-fundable credits]

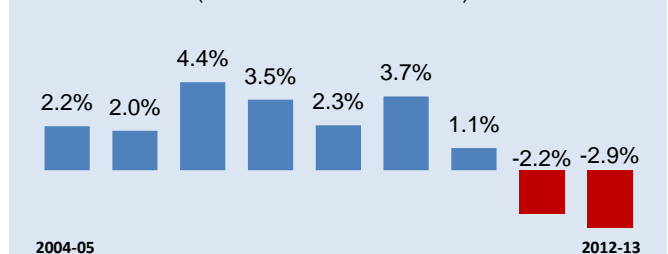
	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
Undergraduate	6,553	15,335	7,691	24,675	22,567	702	33,687	23,576	9,380	25,037	6,428	175,631
Master's	415	1,838	537	3,078	2,649	0	3,013	3,532	796	4,090	791	20,739
Doctoral	1,032	385	128	1,391	2,662	0	1,015	5,533	134	1,594	78	13,952
Total	7,999	17,559	8,355	29,145	27,879	702	37,715	32,641	10,310	30,720	7,298	210,323

Note: Full-time Equivalent (FTE) enrollment is a measure of instructional effort (and student activity) that is based on the number of credit hours earned by students. These data are based on Florida's definition of full-time, which divides undergraduate credit hours by 40 and graduate credit hours by 32. In 2012-13, most (95%) of all undergraduate FTE was classified as state-fundable. The largest, and fastest growing, component on non-fundable undergraduate credits are classified as 'student funded' where students pay all of the costs of student instruction (totaling 3,502 FTE in 2012-13).

Annual Change in SUS Undergraduate FTE
(AY2004-05 to AY2012-13)



Annual Change in SUS Graduate FTE
(AY2004-05 to AY2012-13)





DISTANCE LEARNING

Distance Learning Programs

The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified programs offered primarily through distance education. According to this survey, 127 baccalaureate programs, 172 master's programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

Distance Learning (& Hybrid) Course Sections

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
2012-13	2%	12%	15%	13%	7%	0%	20%	15%	9%	13%	39%	14%

Note: 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).

Distance Learning (FTE) Enrollment

In 2012-13, 21% of the System's instructional activity (FTE) occurred in a distance learning or hybrid course. Two institutions (UCF, UWF) had more than one-third of all FTE delivered using technology at least 50% of the time to bridge students and instructors who are separated by time or space.

2012-13 Distance Learning FTE as a Percentage of Total FTE by Level

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
UNDERGRADUATE												
DISTANCE LEARNING	1%	9%	15%	21%	6%	0%	27%	19%	8%	23%	29%	18%
HYBRID	0%	6%	2%	2%	1%	0%	7%	2%	1%	2%	13%	3%
COMBINED	1%	15%	17%	23%	7%	0%	34%	21%	10%	25%	42%	21%
MASTER'S												
DISTANCE LEARNING	0%	25%	27%	14%	12%	.	32%	22%	14%	28%	58%	23%
HYBRID	0%	2%	10%	1%	5%	.	12%	1%	7%	3%	9%	4%
COMBINED	0%	27%	37%	15%	18%	.	44%	22%	21%	32%	67%	28%
DOCTORAL												
DISTANCE LEARNING	0%	10%	17%	2%	1%	.	13%	16%	5%	4%	39%	9%
HYBRID	0%	1%	16%	2%	0%	.	7%	4%	5%	0%	21%	3%
COMBINED	0%	11%	34%	4%	2%	.	20%	20%	10%	5%	60%	12%
TOTAL												
DISTANCE LEARNING	0%	11%	16%	20%	6%	0%	27%	19%	9%	23%	32%	18%
HYBRID	0%	6%	3%	2%	2%	0%	7%	2%	2%	2%	12%	3%
COMBINED	0%	16%	19%	21%	8%	0%	34%	21%	11%	25%	44%	21%

Note: 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).



Distance Learning (FTE) Enrollment Trends

At the System level, distance learning and hybrid FTE have increased for each level for the past three years – increasing from 17% of total FTE to 21% across all levels. Notably, two institutions (FAU and UF) increased their share of distance learning and hybrid FTE the most – with FAU moving from 8% to 16%, and with UF increasing 14% to 21%.

Distance Learning & Hybrid FTE as a Percentage of Total FTE [3-Year Trends]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYS
UNDERGRADUATE												
2010-11	0%	6%	19%	18%	3%	0%	30%	15%	5%	21%	56%	17%
2012-13	1%	15%	17%	23%	7%	0%	34%	21%	10%	25%	42%	21%
MASTER'S												
2010-11	0%	24%	42%	12%	18%	.	44%	14%	15%	30%	77%	25%
2012-13	0%	27%	37%	15%	18%	.	44%	22%	21%	32%	67%	28%
DOCTORAL												
2010-11	0%	9%	22%	2%	2%	.	19%	10%	4%	4%	66%	7%
2012-13	0%	11%	34%	4%	2%	.	20%	20%	10%	5%	60%	12%
TOTAL												
2010-11	0%	8%	21%	16%	5%	0%	31%	14%	6%	22%	59%	17%
2012-13	0%	16%	19%	21%	8%	0%	34%	21%	11%	25%	44%	21%

2013 Initiatives Related to Distance Learning

The 2013 Legislature created the Complete Florida program for the purpose of recruiting, recovering, and retaining adult learners until degree completion. The program is to be led by the University of West Florida, in coordination with other public and private postsecondary institutions in the state and is to be implemented by the end of the 2013-2014 academic year.

The 2013 Legislature also established the preeminent state research university institute for online learning. The institute, which was later named UF Online, was directed to begin offering high-quality, fully online baccalaureate degree programs in January 2014.

The Board of Governors directed the Chancellor to create a task force to determine ways in which services and online degree programs can be better coordinated to ensure state and student needs are being met in a cost-efficient and effective manner. The Task Force on Postsecondary Online Education in Florida has members from the SUS, the Florida College System, private institutions, the Florida Department of Economic Opportunity, and the Florida Virtual Campus. Its report will be submitted to the Chancellor in December 2013 for subsequent consideration by the Board of Governors.



Degrees Awarded in Programs of Strategic Emphasis

Programs of Strategic Emphasis

To promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State, the Board of Governors maintains a list of five key Areas of Programmatic Strategic Emphasis – see details about programs at the BOG Academic Program Inventory at this [link](#). The categories associated with the programs of strategic emphasis were updated by the Board during the November 2013 meeting. Next year's Accountability Report will report degree data based on the new categories.

2012-13 UNDERGRADUATE DEGREES IN PROGRAMS OF STRATEGIC EMPHASIS

In 2012-13, 41% of the baccalaureate degrees granted in the System were in one of the five areas of programs of strategic emphasis. At the graduate level, 46% of the graduate degrees (includes master's, doctoral, and professional) granted in 2012-13 were in one of the five programs of strategic emphasis.

BACHELOR'S	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST. PETE	USF SAR-MA	UWF	SUS
S.T.E.M.	262	1,100	334	1,315	1,452	0	1,879	2,690	360	2,017	1,987	63	21	363	11,772
% of Total	18%	21%	18%	17%	18%	0%	15%	33%	11%	22%	26%	8%	4%	18%	20%
Globalization	87	362	54	1,252	961	0	546	809	257	566	500	66	0	95	4,989
% of Total	6%	7%	3%	16%	12%	0%	4%	10%	8%	6%	7%	8%	0%	5%	8%
Security	179	376	144	504	472	0	544	248	192	540	435	57	48	88	3,287
% of Total	12%	7%	8%	7%	6%	0%	4%	3%	6%	6%	6%	7%	9%	4%	6%
Health Professions*	105	260	87	241	216	0	959	249	195	803	803	0	0	135	3,250
% of Total	7%	5%	5%	3%	3%	0%	8%	3%	6%	9%	11%	0%	0%	7%	5%
Education*	2	48	56	36	98	0	145	23	86	215	112	103	0	90	799
% of Total	0%	1%	3%	0%	1%	0%	1%	0%	3%	2%	1%	12%	0%	5%	1%
TOTAL	635	2,146	675	3,348	3,199	0	4,073	4,019	1,090	4,141	3,837	289	69	771	24,097
% of Total	43%	42%	36%	43%	40%	0%	33%	49%	34%	46%	50%	35%	12%	39%	41%

GRADUATE	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST. PETE	USF SAR-MA	UWF	SUS
S.T.E.M.	61	251	9	547	467	0	715	2,152	46	845	837	8	0	93	5,186
% of Total	9%	16%	2%	16%	15%	0%	28%	36%	8%	26%	33%	6%	0%	15%	23%
Health Professions*	0	30	0	210	141	0	28	132	0	79	79	0	0	19	639
% of Total	0%	2%	0%	6%	5%	0%	1%	2%	0%	2%	3%	0%	0%	3%	3%
Education*	0	11	28	85	78	0	86	7	11	44	37	0	7	12	362
% of Total	0%	1%	7%	2%	3%	0%	3%	0%	2%	1%	1%	0%	12%	2%	2%
Global Economy	198	178	81	494	221	0	234	1,157	81	697	697	0	0	23	3,364
% of Total	29%	12%	21%	14%	7%	0%	9%	19%	14%	22%	27%	0%	0%	4%	15%
Security	1	36	19	49	57	0	145	75	58	151	110	33	8	36	627
% of Total	0%	2%	5%	1%	2%	0%	6%	1%	10%	5%	4%	23%	13%	6%	3%
TOTAL	260	506	137	1,385	964	-	1,208	3,523	196	1,816	1,760	41	15	183	10,178
% of Total	38%	33%	36%	40%	31%	0%	47%	59%	34%	57%	69%	29%	25%	29%	46%

Note*: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors.



STEM Degrees as a Percentage of All Degrees [5 Year Trends]

As a System, 20% of all bachelor's degrees awarded in 2012-13 were within a Science, Technology, Engineering, and Mathematics (S.T.E.M.) discipline, which represents a growth of more than 2,700 STEM degrees over the number earned in 2008-09. The University of Florida has increased its percentage of STEM baccalaureate degrees the most from 25% to 33%. And, at the graduate level, the System has increased the percentage of graduates in STEM disciplines from 21% to 23%, which represents a growth of more than 1,100 graduate degrees. For more information about the 115 disciplines classified as STEM, visit the Board's Academic Program Inventory.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
BACHELOR'S												
2008-09	18%	16%	10%	16%	13%	31%	15%	25%	13%	18%	15%	17%
2009-10	16%	16%	13%	16%	13%	28%	15%	26%	13%	19%	16%	17%
2010-11	16%	18%	16%	16%	13%	31%	15%	28%	13%	20%	17%	18%
2011-12	15%	19%	16%	16%	14%	25%	15%	31%	12%	21%	16%	18%
2012-13	18%	21%	18%	17%	18%	30%	15%	33%	11%	22%	18%	20%
GRADUATE												
2008-09	8%	17%	4%	23%	13%	.	25%	30%	4%	18%	13%	21%
2009-10	9%	15%	4%	18%	12%	.	25%	32%	5%	21%	17%	21%
2010-11	9%	15%	3%	16%	14%	.	27%	32%	6%	22%	16%	21%
2011-12	12%	18%	6%	15%	14%	.	27%	34%	7%	23%	13%	22%
2012-13	9%	16%	2%	16%	15%	.	28%	36%	8%	26%	15%	23%



Scholarship, Research and Innovation

Academic Program Quality

All institutions maintain regional accreditation through the Southern Association of Colleges and Schools. In addition, Board regulation (3.006) encourages institutions to seek national or specialized accreditation from professional organizations for its colleges, schools and academic programs for which there are established standards.

Specialized Accreditation

In 2011-12, 87% of the State University System's 789 academic programs received specialized accreditation where specialized accreditation was available. Another 6% are in the planning stages of seeking such accreditation, which may take several years to achieve because of the considerable time and resources demanded of programs to indicate that quality assurance standards established by the accrediting body are adequately addressed. To supplement specialized accreditation reviews and ensure that programs without such accreditation receive sufficient attention, the Board requires the review of all academic degree programs at least every seven years.

Percentage of Programs with Specialized Accreditation [across all degree levels]

STATUS	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF System	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Received Specialized Accredited	82%	88%	78%	95%	95%	82%	93%	78%	91%	91%	89%	93%	73%	87%
Planning	7%	2%	14%	3%	2%	3%	3%	19%	5%	4%	6%	7%	13%	6%

Source: BOG staff analysis of 2013 State University System Accreditation Survey. Note: Each of the (45) programs that are in the planning stages for specialized accreditation expects to earn specialized accreditation by 2017, if not before. Programs indicating a status of 'Not Seeking' or 'Not Renewing' cited resource constraints as a common reason for not seeking or renewing specialized accreditation.

Student Learning Outcomes Assessment

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify what students are expected to know by the time they graduate and how that learning will be assessed. On an annual basis, programs also report whether the results yielded from the assessment process have been used to guide improvement. As of 2012, nearly all of the undergraduate programs across the System have identified core student learning outcomes, adopted or developed assessment instruments, and used the results to guide improvement.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF System	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Identified Core Student Learning Outcomes	100%	100%	100%	98%	97%	96%	100%	100%	100%	100%	100%	100%	100%	94%	99%
Identified Corresponding Assessment Tools	100%	100%	100%	98%	97%	92%	100%	99%	34%	100%	100%	100%	100%	94%	93%
Developed Program Evaluation	94%	97%	100%	98%	97%	88%	100%	92%	69%	98%	98%	100%	93%	76%	92%
Applied Program Evaluation Results	94%	95%	94%	98%	97%	88%	100%	82%	22%	98%	98%	100%	93%	76%	87%

Source: 2012 Academic Learning Compact Status Report. Note: Differences noted across the universities are due, in part, to institution-specific distinctions on how continuous improvement classifications are assigned to academic programs.



BOARDS OF TRUSTEE ACTIONS IN 2012-13 REGARDING ACADEMIC PROGRAMS

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives and the Governor listing new degree program reviews conducted within the preceding year and the results of each review. During the 2012-13 year, 22 new programs were approved, 38 were either terminated or suspended, and no programs were reviewed but not approved by a University Board of Trustees.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF TPA	USF SP	USF SM	UWF	SUS
New Programs	1	0	0	1	5	0	3	2	2	4	2	2	0	22
Terminated/Suspended Programs	0	3	1	0	23	0	0	11	2	0	0	0	6	46
New Programs Considered By University But Not Approved	3	0	0	0	0	0	0	0	0	0	0	0	0	3

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

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. It is important to note that the ultimate pass rates, regardless of the number of attempts, are typically near 100%. In 2012-13, two-thirds (31 of 46) of university first-time pass rates were above the state and/or national averages, which also includes private institutions.

2012-13 First-time Examinee Pass Rates

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS	US AVERAGE
Nursing	90%	92%	98%	95%	96%	99%	96%	97%	93%	100%	96%	92%
Law	73%	.	.	85%	88%	.	87%	.	.	.	84%	80%*
Medicine (2 nd Yr)	.	97%	.	100%	96%	99%	99%	.	96%	.	98%	96%
Medicine (4 th Yr-CK)	.	.	.	100%	99%	98%	100%	.	100%	.	100%	98%
Medicine (4 th Yr-CS)	.	.	.	92%	99%	94%	99%	.	99%	.	98%	98%
Veterinary	.	.	.	.	.	.	100%	.	.	.	100%	96%
Pharmacy	86%	.	.	.	.	.	97%	.	.	.	94%	97%
Dentistry (Part 1)	.	.	.	.	.	.	100%	.	.	.	100%	93%
Dentistry (Part 2)	.	.	.	.	.	.	99%	.	.	.	99%	94%
Physical Therapy ¹	47%	.	85%	71%	.	96%	92%	98%	90%	.	85%	89%
Occupational Therapy ¹	41%	.	84%	67%	.	.	95%	.	.	.	77%	83%

Note*: All benchmarks are based on national averages (from accredited US institutions), except the Law exam average is based on the Florida average (excludes non-Florida examinees).

Note1: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations, rather than report the annual averages, because of the small cohort sizes. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice Dentistry and OT in Florida must also take a licensure exam.



RESEARCH, DEVELOPMENT, AND COMMERCIALIZATION

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

Total Research Expenditures [Dollars in Millions]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS
2007-08	25.5	49.4	11.6	107.0	211.6	0.2	147.1	632.7	9.8	342.7	n/a	n/a	n/a	14.1	1,551.
2011-12	52.3	65.4	14.4	118.1	225.4	0.9	121.7	697.0	7.0	451.3	443	5.5	0.8	16.2	1,769.
% Change	105%	32%	23%	10%	7%	416%	-17%	10%	-29%	32%	.	.	.	15%	14%

Percent of Research Expenditures Funded from External Sources

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS
2007-08	99%	52%	85%	61%	66%	n/a	66%	55%	69%	80%	n/a	n/a	n/a	82%	60%
2011-12	86%	35%	89%	63%	66%	84%	75%	53%	61%	68%	68%	59%	20%	65%	60%
% pt Change	-13%	-17%	4%	2%	0%	.	9%	-2%	-8%	-12%	.	.	.	-17%	0%

Note: External excludes State and University funding.

US Patents Issued [based on the Association of University Technology Managers Annual Licensing Survey]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
2007-08	1	2	0	0	11	0	57	53	1	31	0	156
2011-12	5	3	0	1	27	0	67	60	1	98	0	262

Licenses/Options Executed

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
2007-08	2	1	0	0	12	0	6	75	0	28	1	125
2011-12	0	2	0	0	13	0	11	129	0	52	1	208

Licensing Income Received (\$Millions)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
2007-08	\$0	\$0.2	\$0	\$0	\$1.3	\$0	\$0.3	\$52.3	\$0	\$1.8	\$0	\$56
2011-12	\$0	\$0.1	\$0	\$0.1	\$1.3	\$0	\$0.6	\$33.9	\$0	\$1.2	\$0	\$37

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TOP 10 STATES FOR PUBLIC UNIVERSITY RESEARCH EXPENDITURES IN 2011-12

The State University System was ranked 5th in the nation for public university research expenditures during the 2011-12 fiscal year.

Dollars in Billions

RANK	STATE	2005-06	2011-12	% GROWTH
1	California	\$4.77	\$5.97	25%
2	Texas	\$2.81	\$4.01	43%
3	Michigan	\$1.55	\$2.22	43%
4	Pennsylvania	\$1.28	\$1.81	41%
5	Florida	\$1.42	\$1.77	24%
6	Ohio	\$1.23	\$1.61	31%
7	Washington	\$1.03	\$1.47	43%
8	New York	\$1.06	\$1.46	38%
9	North Carolina	\$0.89	\$1.36	53%
10	Colorado	\$0.83	\$1.32	59%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar). Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others).

UNIVERSITY CENTERS AND INSTITUTES

Due to reductions in State funding, the State University System has closed or placed in an inactive status more than 126 university institutes and centers since 2007. For the university centers and institutes that remain, the majority (85%) of their FY2011-12 total expenditures were from external (non-state) funding sources, which means for every dollar of State funds invested, a \$4.85 return on investment was generated.

Dollars in Millions

	Number of CENTERS	2011-12 EXPENDITURES FROM STATE E&G FUNDS	2011-12 EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			2011-12 TOTAL EXPENDITURES	RETURN ON INVESTMENT (\$)
			CONTRACTS & GRANTS	FEES FOR SERVICE	PRIVATE		
FAMU	16	\$3.3	\$7.5	\$0.0	\$0.0	\$10.8	\$2.27
FAU	37	\$3.7	\$7.0	\$2.4	\$1.1	\$14.2	\$2.84
FGCU	7	\$0.4	\$6.7	\$0.1	\$0.1	\$7.3	\$17.25
FIU	36	\$7.7	\$33.1	\$5.0	\$2.9	\$48.7	\$5.32
FSU	97	\$9.8	\$71.3	\$8.1	\$9.3	\$98.5	\$9.05
UCF	20	\$17.4	\$49.3	\$4.9	\$2.4	\$74.0	\$3.25
UF	167	\$26.9	\$88.8	\$8.8	\$18.1	\$142.6	\$4.30
UNF	18	\$2.2	\$3.6	\$0.6	\$0.4	\$6.8	\$2.09
USF	86	\$15.6	\$83.7	\$3.9	\$8.0	\$111.2	\$6.13
UWF	11	\$3.3	\$10.1	\$0.4	\$0.2	\$14.0	\$3.24
SYSTEM	495	\$90.3	\$361.1	\$34.2	\$42.5	\$528.1	\$4.85

Source: BOG staff analysis published in 'Summary of Institutes and Centers' report, available at this link.

Note: Return on Investment is based on Total Expenditures minus state E&G funding divided by state E&G funding.

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STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is providing a substantial return on investment. Since their inception, beginning in 2003, the State has invested a total of \$84.5 million and the Centers have returned \$467 million in competitive grants, for a \$5.52 ROI for every state dollar invested. These Centers have created 868 jobs, and have established 902 collaborations with private industry. Detailed reports for each Center of Excellence are included in the university-specific sections of the Annual Accountability Report.

Dollars in Millions

UNIV	NAME OF CENTER	YEAR CREATED	STATE FUNDS	GRANT AWARDS	PRIVATE FUNDS	LICENSING INCOME	TOTAL EXPENSES	PRIVATE INDUSTRY COLLAB- ORATIONS	JOBS CREATED
FAU	Center for Biomedical and Marine Biotechnology*	2002-03	\$10.0	\$27.0	\$0.0	\$30.0	\$37.5	11	2
UCF	Florida Photonics Center of Excellence (FPCE)	2002-03	\$10.0	\$57.9	\$0.1	\$0.18	\$51.0	75	63
UF	Regenerative Health Biotechnology	2002-03	\$10.0	\$41.5	n/a	\$0.3	\$41.6	281	290
FAU	Southeast National Marine Renewable Energy Center	2006-07	\$5.0	\$19.0	\$0.2	\$0.0	\$16.6	50	0
FSU	Center of Excellence in Advanced Materials	2006-07	\$4.0	\$24.9	\$0.0	\$0.0	\$19.3	57	19
UCF	Laser Technology Initiative	2006-07	\$4.5	\$27.2	\$3.0	\$0.0	\$14.8	12	23
UF	Center for Nano-Bio Sensors	2006-07	\$4.0	\$22.7	\$37.4	\$0.0	\$3.9	8	71
UF	FISE Energy Technology Incubator	2006-07	\$4.5	\$161.4	n/a	\$0.06	\$50.9	180	107
USF	Center for Drug Discovery and Innovation (formerly FCoE-BITT)	2006-07	\$8.0	\$28.4	\$0.0	\$0.16	\$18.2	94	3
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	\$10.0	\$11.1	\$0.07	\$0.0	\$9.5	55	5
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	\$14.6	\$46.0	\$0.4	n/a	\$22.1	79	285
TOTAL			\$84.6M	\$467M	\$41M	\$31M	\$285M	902	868

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



PATENTS AND LICENSES

Patents and licenses are good indicators of the System's contributions to Florida's economic development and knowledge economy. The State University System is ranked number one in Florida for the number of patents awarded in the past five years by the United States Patent and Trademark Office. These data represent the initial movement from the laboratory to the marketplace.

Utility Patents Awarded in Florida by Organization (2008-2012)

RANK	FIRST NAMED ASSIGNEE	2008	2009	2010	2011	2012	Total
	TOTAL PATENTS AWARDED IN FLORIDA	1,642	1,711	2,322	2,373	2,373	10,421
1	STATE UNIVERSITY SYSTEM	118	150	217	214	238	937
2	SIEMENS ENERGY, INC.	4	58	96	89	109	356
3	INTERNATIONAL BUSINESS MACHINES CORP.	61	69	68	72	74	344
4	FLORIDA TURBINE TECHNOLOGIES, INC.	21	41	70	111	80	323
5	HARRIS CORP.	62	55	61	59	64	301
6	UNIVERSITY OF SOUTH FLORIDA	31	32	77	74	66	280
7	UNIVERSITY OF CENTRAL FLORIDA	36	51	56	63	64	270
8	MOTOROLA, INC.	80	65	61	5	49	260
9	UNIVERSITY OF FLORIDA	41	52	40	47	65	245
10	HONEYWELL INTERNATIONAL INC.	47	27	39	29	28	170

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2008 - 2012 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/stcasq/fl_stcorg.htm. Note: It is interesting to note that typically one-third of Florida's patents are assigned as an 'Individually Owned Patent'.



Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

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

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

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

COMMUNITY ENGAGEMENT CLASSIFICATION

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

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

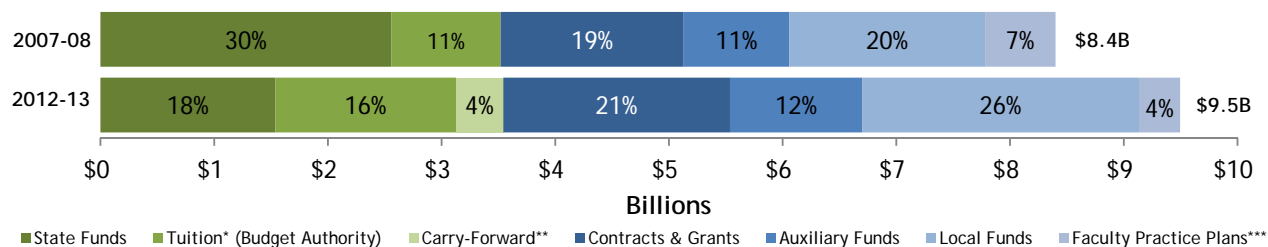


Fiscal Summary

REVENUES

In 2012-13, the System has an overall budget of \$9.5 billion, divided into the following five major components. Education and General (E&G) state and tuition funds of \$3.54B are the primary sources of funding for instructional activities. Other funds support university operations in a manner restricted by the definition of the funding categories:

- Contracts and Grants (\$1.99B) - primarily federal grants restricted to the purpose of the grant
- Auxiliary Services (\$1.17B) are ancillary self-supported units such as housing, transportation, food services, bookstores, parking services, health centers.
- Local Funds (\$2.43B) are associated with student activity (supported by the student activity fee), and include: student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.
- Faculty Practice Plans (\$362M) - revenue generated from patient services associated with health science center clinics.



Note*: State funded financial aid programs that follow the student are included in tuition data. Note**: Carry-forward is funding from history year appropriations. Note***: There was not a decline in the Faculty Practice Plan budget – the apparent reduction results from an operational change in 2008-09 that began transferring Faculty Practice Plan revenues into Contracts and Grants.

Voluntary Support for Higher Education [FY2011-12]

Charitable contributions to higher education have become even more important as declining state support has forced universities to look for alternative sources of revenue.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYS	UWF	SUS
Endowment (\$M)	107.7	172.3	55.6	132.6	497.7	28.2	122.6	1,263	74.9	334.1	47.7	\$2,787
Gifts Received(\$M) in FY2011-12	3.2	9.4	19.4	15.3	55.6	2.1	14.9	173	10.2	43.6	3.1	\$350
Percentage of Alumni Donors	6%	1%	3%	8%	16%	21%	6%	13%	4%	10%	5%	9%

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EXPENDITURES

FY2012-13 Expenditures [in Millions]

[Includes Main Operations, Health Science Centers, and IFAS]

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
Education & General	156.6	267.2	93.2	424.8	4.6	480.5	21.5	491.2	838.1	133.1	509.2	100.3	3,520
Contracts & Grants	46.9	46.9	17.8	102.6	0	203.7	2.1	138.8	1,092.6	10.0	309.5	21.1	1,992
Auxiliary	23.9	71.9	25.0	166.6	0.3	200.5	5.8	138.7	332.6	36.5	145.9	18.2	1,166
Local Funds	63.1	218.1	34.8	184.7	0	212.3	4.6	515.5	561.8	59.6	451.4	96.4	2,402
Faculty Practice	0	0	0	3.1	0	9.1	0	3.4	690.7	0	198.1	0	904

Note: FY2013 expenditures include carry-forward expenditures; therefore, these data are not comparable to the current-year revenues. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans - including transfers between other funds and/or entities. Therefore, totaling these expenditures would result in double counting.

Percentage of FY2012-13 Education & General Expenditures

[For Main Operations only - Does not include Health Science Centers, or IFAS]

The table below reports the percentage of 2012-13 Education and General expenditures by major expenditure category. It is important to note that the expenditure data shown below include both current year appropriations as well as funds appropriated from prior fiscal years that were expended during fiscal year 2012-13.

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
Instruction & Research	58%	64%	58%	59%	51%	66%	43%	60%	73%	57%	73%	59%	65%
Administration & Support Services	17%	12%	18%	12%	49%	8%	22%	13%	7%	12%	8%	16%	11%
Plant Operations & Maintenance	12%	10%	9%	12%	0%	13%	12%	15%	7%	12%	11%	10%	11%
Student Services	7%	10%	10%	10%	0%	8%	18%	9%	6%	14%	4%	10%	8%
Library/Audio Visual	4%	4%	4%	5%	0%	4%	4%	3%	5%	3%	3%	4%	4%
Other	1%	0%	1%	3%	0%	1%	0%	1%	3%	1%	2%	1%	2%
TOTAL (\$Millions)	156.6	250.4	93.2	388.4	4.6	431.1	21.5	461.5	542.6	133.1	395.4	100.3	2,978.7

Note: Does Not Include Health-Science Centers, or IFAS expenditures. Totals may not add to 100% due to rounding.

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

Administration & Support Services: Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. **Plant Operations & Maintenance:** Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification.

Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Library/Audio Visual:** Include state services related to collecting, cataloging, storing, and distributing library materials. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations.



AGENDA
Innovation and Online Committee
Cohen Center Ballroom
Florida Gulf Coast University
Fort Myers, Florida
January 15, 2014
4:00 p.m. – 4:45 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Ned Lautenbach; Vice Chair: Ed Morton
Members: Beard, Chopra, Colson, Kuntz, Link, Stewart, Tripp

1. Call to Order and Opening Remarks **Governor Ned Lautenbach**

2. Task Force on Postsecondary Online Education in Florida **Dr. Nancy McKee**
Final Report *Associate Vice Chancellor*
Board of Governors

Panel Presentation:

Dr. Joel Hartman, Chair of the Task Force and UCF's Vice Provost for Information Technologies and Resources and CIO

Dr. Michael Moore, Chair of the Task Force's Technology and Data Committee and USF's Associate Vice President, Decision Support

Dr. Pam Northrup, Chair of the Task Force's Faculty and Student Support Services Committee and UWF's Associate Provost of Academic Innovation

Dr. Doug Wartzok, Chair of the Task Force's Academic Affairs Committee and FIU's Provost and Executive Vice President

3. Closing Remarks and Adjournment **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
January 15, 2014**

SUBJECT: Task Force on Postsecondary Online Education in Florida: Final Report

PROPOSED COMMITTEE ACTION

Consider: (1) directing the Chancellor to move forward with the implementation of Task Force recommendations, as appropriate, and (2) recommending to the Budget Committee the approval of an amendment to the 2014-15 Legislative Budget Request to develop and pilot for-credit Massive Open Online Courses (MOOCs).

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

After multiple discussions in late 2012 and early 2013, the Strategic Planning Committee recommended that the full Board:

- Designate a preeminent university to create a separate unit to provide high-quality online degree programs; and
- Direct the Chancellor to form a systemwide work group that would report back to the Strategic Planning Committee and continue to work with Florida's colleges and universities and other delivery systems to determine ways in which services and online degree programs, including market-based job analyses, can be better coordinated to ensure State and student needs are being met in a cost-efficient and effective manner.

The Board approved the Committee's recommended motions at its meeting on February 21, 2013, and the 2013 Legislature passed – and the Governor approved – CS/CS/SB 1076, which created an online institute at a preeminent university (UF Online), thereby implementing the first motion. Chancellor Brogan implemented the second motion by appointing a 17-member Task Force on Postsecondary Online Education in Florida and giving it a comprehensive charge. Membership of the Task Force consisted of

representatives of seven SUS institutions, five institutions in the Florida College System, two private institutions, the Department of Economic Opportunity, the Florida Virtual Campus, and the private sector. The Task Force's final report, with its nine recommendations, was transmitted to Interim Chancellor Jan Ignash on December 9, 2013, and will be presented to the Innovation and Online Committee at its January 15, 2014, meeting by:

Chair of the Task Force - Dr. Joel Hartman, University of Central Florida Vice Provost for Information Technologies & Resources and CIO

Chair of the Task Force Committee on Academic Affairs – Dr. Douglas Wartzok, Florida International University Provost and Executive Vice President

Chair of the Task Force Committee on Faculty and Student Support Services – Dr. Pamela Northrup, University of West Florida Associate Provost of Academic Innovation

Chair of the Task Force Committee on Technology and Data Issues – Dr. Michael Moore, University of South Florida Associate Vice President of Decision Support

After the presentation and discussion, the Committee will consider the staff's proposed implementation plan for the recommendations contained in the Task Force report.

Supporting Documentation Included:	1. Task Force on Postsecondary Online Education in Florida: Final Report and 2. Staff's Proposed Implementation Plan
Facilitators / Presenters:	Dr. Nancy McKee, Dr. Hartman, Dr. Wartzok, Dr. Northrup, and Dr. Moore



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Task Force on Postsecondary Online Education in Florida

FINAL REPORT

Submitted

December 9, 2013

Task Force on Postsecondary Online Education in Florida

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*Task Force on Postsecondary Online Education in Florida***EXECUTIVE SUMMARY****Task Force Charge**

The 2012 Legislature provided funds to the Board of Governors (BOG) to obtain the services of a consulting firm to study online learning in Florida. A contract was awarded to The Parthenon Group and its report and additional materials were submitted to the Board on November 16, 2012. After reviewing the report, obtaining additional information, and having multiple discussions, the BOG's Strategic Planning Committee recommended that the full Board:

- Use the strategic plan's preeminence metrics to designate a university to create a separate arm to provide online degree programs of the highest quality, and request funds from the Legislature to support such an effort. The preeminence metrics were passed by the 2012 Legislature and approved by the Board for use in the 2012-2013 university workplans. Further, the selected university will create an innovation and research center to ensure the state is a leader in the development of cutting-edge technology and instructional design for online programs and conduct research to help strengthen online degree programs and the success of online students.
- Direct the Chancellor to form a system-wide workgroup to report to the Strategic Planning Committee and continue working with the state's universities, colleges, and other delivery systems to determine ways in which services and online degree programs, including market-based job analyses, could be better coordinated to ensure state and student needs were met in a cost-efficient and effective manner.

The Board approved the Committee's motions at its meeting on February 21, 2013. The Legislature passed, and the Governor approved, CS/CS/SB 1076, creating an online institute at a preeminent university, thereby implementing the first motion. The online institute, UF Online, was established at the University of Florida (UF) and is charged with providing high quality, fully online baccalaureate degree programs for UF students.

The Chancellor began implementing the second motion by appointing the Task Force on Postsecondary Online Education in Florida, in collaboration with the Florida College System (FCS) Chancellor, Randy Hanna. The Task Force was to focus on postsecondary online learning programs and services being provided in a more cost-efficient and effective manner throughout the system and state. Membership of the Task Force included representatives from universities (including the University of Florida), colleges, the private sector, Florida Virtual Campus (FLVC), and the Department of Economic Opportunity (DEO). Refer to Appendix B for a listing of Task Force members and their affiliations. The Task Force was charged with the following:

Recommend strategies for better coordinating services and online programs in the State University System and Florida College System and, to the extent feasible, across other delivery systems to ensure state economic development needs and student demands are being met in an effective and cost-efficient manner. Such recommendations are to include, but not be limited to the following:

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- *Goals for online education and related accountability measures for tracking performance on those goals.*
- *Improved data collection at the institutional and system levels. Such data collection must, at a minimum, be adequate for tracking performance on the accountability measures recommended above and shall include applicable cost components involved in the development and delivery of distance learning courses, as well as student feedback regarding the delivery and support of online education.*
- *Best practices that will lead to quality credit and noncredit programs.*
- *Viability/desirability of common technical capabilities.*
- *Alignment of online programs with identified state economic development needs and student demands.*
- *Raising awareness of online courses and programs to different segments of the market (marketing).*
- *Providing student support services in a collaborative, cost-efficient manner.*
- *Effective use of technological innovations (mobile devices, cloud computing, social networks, etc.).*
- *Providing faculty support services and encouraging inter-institutional faculty collaboration in course development.*
- *Development and expanded use of eTextbooks and other electronic materials.*
- *Collaborative licensing of resources and technology.*
- *Collaborative efforts related to Massive Open Online Courses (MOOCs) and to competency-based online courses, in cooperation with the Department of Education.*
- *Sharing information and resources.*

This report is the result of the Task Force's efforts.

Project Approach

The Task Force held an organizational meeting on June 18, 2013. In order for the Task Force to learn from activities in other states, three speakers presented their online learning strategies and achievements to date:

- Dr. Jay Box, Chancellor, Kentucky Community and Technical College System
- Dr. John Cunningham, Interim CEO of UMassOnline
- Carey Hatch, Associate Provost, State University of New York

The Task Force members were subsequently divided into three committees, with the following areas of focus.

Academic Affairs Committee	
Issues to consider:	<ul style="list-style-type: none"> • Goals and performance measures • Aligning programs with state needs • Effective practices • MOOCs • Faculty collaboration for course development • Sharing information and resources • Development and use of eTextbooks and other electronic material

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Technology and Data Issues Committee	
Issues to consider:	<ul style="list-style-type: none"> • Data collection: access, quality, and cost components • Collaborative licensing of resources and technology • Viability and desirability of common technical capabilities • Sharing information and resources • Use of technological trends for program and services delivery
Faculty and Student Support Services Committee	
Issues to consider:	<ul style="list-style-type: none"> • Effective practices in faculty and student services • Collaborative, cost-efficient student and faculty support services • Increasing student awareness of programs and services (marketing) • Sharing information and resources

Committee members volunteered to coordinate specific issues and develop recommendations. Many of the members created working groups or advisory groups to bring additional expertise and perspectives to the process.

Each committee met via teleconference and webinar throughout the summer and fall. Through these meetings, committee members defined their issues, developed plans of action, conducted research and investigations, and developed draft recommendations and strategies. The Chairs of each committee met regularly to discuss their progress. Minutes and committee materials are located on the BOG's website (www.flbog.org). The committee materials were then used to develop a draft report under the guidance of the Task Force Chair and the Committee Chairs. The report was subsequently reviewed by each committee member and presented to the Task Force at large for adoption on November 13, 2013.

Florida's Advances in Online Learning

The state of Florida is already a national leader in terms of its breadth of online offerings. Bills passed by the 2013 Legislature, as well as funding and proviso in the 2013 General Appropriations Act, reflect a keen legislative interest in online programs and services.

In Florida, *online learning* refers to a course in which at least 80% of the direct instruction is delivered using some form of technology when the student and instructor are separated by time or space, or both (per section 1009.24(17), Florida Statutes (F.S.)). A *Hybrid* course is one where 50% to 79% of the instruction is delivered using some form of technology, when time or space, or both, separate the student and instructor. *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. In a *Traditional* course, classroom attendance is not reduced.

These definitions do not fully capture the nuances of the current online learning environment. Very few students opt for a fully online or a completely face-to-face education, but rather mix and match the courses and modalities that best meet their individual needs. It is very difficult to segregate courses and programs along the lines of the formal definitions.

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There are many advantages to online learning. Online learning allows Florida to expand its portfolio of offerings to meet the needs of its diverse constituent base. Increased and easy access to an affordable higher education, regardless of where students may live or their accessibility needs, cannot be overstated as an effective way to create a strong workforce from within Florida's population and to attract businesses that provide high-skill high-wage jobs that drive today's global economy.

In Florida and across the nation, students are increasingly taking advantage of online learning opportunities. In fact, according to the Parthenon report, 40% of Florida's State University System (SUS) and FCS students took at least one course online in 2010-2011. The SUS and FCS currently offer over 700 online undergraduate, graduate, and certificate programs. This breadth and depth of courses provides students with access to courses and programs tailored to differing needs. The table below, based on these data collected by the Parthenon Group, depicts this distribution.

Program Level	SUS Online Offerings	FCS Online Offerings
Other Certificate	0	42
Associate's	0	134
Undergraduate Certificate	29	91
Bachelor's	46	45
Graduate Certificate	126	0
Master's	172	0
Doctorate	16	0
Totals	389	312

Online learning is not a "silver bullet" to solve all of Florida's education and workforce needs. Experience has shown the cost to develop quality online courses is higher than for traditional courses. Because of this, tuition or fees for online courses are often higher than for traditional courses, although students may gain savings through reduced commuting costs and living at home instead of on campus. A key cost advantage of online learning is that it enables institutions to serve more students than can be accommodated by their current brick and mortar infrastructure.

Recent developments in the Florida online learning environment are highlighted below.

UF Online

The 2013 Legislature passed Section 1001.7065, F.S., which created the preeminent state research universities program and provided that the university meeting all 12 of the academic and research preeminence standards will establish an institute for online learning. The BOG determined at its meeting on June 10, 2013, that UF was the only institution that met all 12 preeminence criteria. On September 27, 2013, the UF Online Comprehensive Business Plan was submitted to and approved by the BOG and is available on the BOG website.

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UF Online's business plan expands the offering of high-quality, fully online, four-year baccalaureate degrees at a reduced cost for Florida residents. The enabling legislation requires the university to begin offering these degrees by January 2014. UF Online will begin with seven programs (majors) and increase to 30 by 2018-2019 and 35 by 2019-2020, thereby increasing the total number of online bachelor's degree programs in the state. Tuition for in-state students will be no more than 75% of resident tuition (currently \$112 per credit hour). The 10-year forecast based on an enrollment of approximately 24,100 in the 10th year, with a 57%/43% mix of in-state and out-of-state students, will produce a cumulative fund balance of \$43.6 million after 10 years, including the \$35 million from the Legislature.

UF Online will also implement a Research Center and research programs dedicated to both discovery and application of online learning. It is UF Online's position that "research is never complete without dissemination and application," and it plans to share its research advances nationally.

Complete Florida Degree Program

The 2013 Florida Legislature authorized (CS/CS/SB 1076) for the Complete Florida Degree Program, with the University of West Florida (UWF) serving as the lead institution in coordination with participating institutions. The Complete Florida Degree Program is designed for qualified Floridians to complete a college degree within a reasonable and flexible timeframe using innovative approaches such as online learning, accelerated courses, intentional advising, and coaching. Among programmatic requirements specified by the Legislature are online support services, data collection, identification of workforce needs, targeted occupations of the state, and student recruitment. UWF, in collaboration with its partners, submitted its detailed program plan to the BOG, the State Board of Education (SBE), and the legislative appropriations committee on September 1, 2013. This program plan is available on the UWF website (www.uwf.edu).

Florida Virtual Campus

The 2012 Florida Legislature passed Section 1006.73, F.S., creating FLVC to provide access to online student and library support services, and to serve as a statewide resource and clearinghouse for technology-based public postsecondary education distance learning courses and degree programs. FLVC is tasked to coordinate with the SUS and FCS systems to identify and provide online academic support services and resources when the multi-institutional provision of such services and resources is more cost or operationally effective. FLVC was created by consolidating four entities: the Florida Center for Library Automation, the College Center for Library Automation, the Florida Distance Learning Consortium, and the Florida Center for Advising and Academic Support.

Task Force Findings

In Florida and across the nation, students in increasing numbers are taking advantage of online learning opportunities. The online offerings that students seek come in many forms, targeting different students with varying requirements for success. In addition, online degree programs are

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expanding access for adult and nontraditional learners. According to the Parthenon Report, “nationally, online degree programs can meet postsecondary requirements for 80% of job openings in target clusters.” These factors all contribute to students increasingly seeking online options. Because of this, institutions are developing effective practices in online postsecondary education, with a focus on high-quality program development, delivery, and support.

To best leverage existing effective practices, knowledge, and experience, the Task Force conducted extensive research and investigation. The following findings emerged from these activities.

Finding #1 - Florida already has vast experience and expertise in online education.

Florida’s higher education institutions have made tremendous progress in online learning, and Florida has a vast repertoire of expertise and experience at both the state and institutional levels. Floridians have a wide variety of online programs and courses to select from that fit their diverse needs, skills, and learning style. According to the Parthenon Group, the SUS and FCS currently offer over 700 online programs and 40% of Florida’s postsecondary students took at least one course online in 2010-2011. It is now time to capitalize on this expertise to enhance statewide collaboration with the goals to improve access, quality, and cost of online learning for Floridians.

Finding #2 - Floridians do not have a single place to find the needed information to participate in Florida’s postsecondary online education opportunities offered statewide.

Most of Florida’s postsecondary institutions provide information on their website for the online learner to access individual local programs and courses. This approach requires prospective students to access each institution’s website to find needed information. While FLVC provides an online catalog of distance learning courses as well as information on programs and institutions, a more robust statewide approach that provides one-stop access to all online learning information would provide a uniform gateway for students to more easily enter the online segment of Florida’s higher education system.

Finding #3 - Florida’s higher education students must have a “home” institution in order to meet accreditation standards.

Florida’s higher education online students will need to continue having a “home” institution that grants their degree and provides the majority of their student services (e.g., financial aid, academic advisement, etc.). This necessitates a decentralized approach for many back-office functions to support online learning.

Finding #4 - A common statewide Learning Management System (LMS) can provide cost savings for institutions and a consistent interface for students.

A survey administered by the Task Force indicated there is interest by some of Florida’s higher education institutions to have a common statewide LMS to provide students with a consistent online learning experience across the state and to achieve cost savings.

*Task Force on Postsecondary Online Education in Florida****Finding #5 – A central repository for effective practices can provide statewide cost efficiencies through shared knowledge.***

Florida's higher education institutions want to capitalize on their collective expertise by increasing statewide collaboration to identify effective practices in the areas of course development, faculty services, assessment, MOOCs, and student services. To achieve cost efficiencies, there is a desire to identify and share effective practices, to collect effective models used by institutions throughout Florida and the world, and to make them available in a central statewide repository for all to use.

Finding #6 – To extend online learning, many Florida institutions are offering MOOCs, but few offer credit and there is no centralized statewide effort.

MOOCs are fast becoming a method for students to advance their learning and knowledge. Florida's higher education institutions would like to identify and develop a set of for-credit MOOCs for statewide delivery that incorporate effective practices, competency-based assessments, and support the requirements of CS/HB 7029, which was enacted during the 2013 legislative session.

Finding #7 – An expanded learning resources repository and guidelines for the selection and use of electronic learning materials can reduce the cost of course materials for Florida's online learners.

The postsecondary institutions desire statewide guidelines to make better-informed decisions for adopting eTextbooks and other electronic materials. To increase access and use of approved materials, renewed efforts to support a statewide learning resources repository is needed to provide electronic materials for students and faculty at an affordable cost.

Finding #8 – Florida's higher education institutions currently use national, state, and/or regional-level labor market data to shape the development of online program offerings, but there is a desire to strengthen the alignment of workforce needs with educational opportunities.

The Task Force found a positive alignment between the online programs institutions provide and workforce needs, as well as strong BOG and FCS program approval processes that require the use of workforce data for new academic programs. However, there are opportunities to enhance existing efforts through the sharing of effective practices and by expanding the distribution of labor market statistics and employment data. These efforts could achieve a tighter coupling between workforce needs and online programs.

Finding #9 – Expanded data collection processes are needed to document state-level progress and more accurately measure the development and outcomes of online learning.

Existing state-level data collection efforts do not currently encompass the information needed to track Florida's progress in online learning courses and programs in terms of access, quality, cost, and later employment.

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Finding #10 – While Florida institutions do a significant amount of marketing for their online programs, there is little coordinated statewide marketing occurring at this time.

There is online learning marketing of programs occurring at the institutions. FLVC also received some marketing funding in 2013-2014 and UF Online allocated some its funding for outreach efforts. However, there is no coordinated state-level marketing taking place to increase the awareness by Floridians of all the available statewide online educational opportunities available to them.

Task Force Recommendations

The Task Force seriously considered the challenges of simultaneously improving access, quality, and the cost of higher education. The recommendations included in this report reflect the Task Force's common goals to work collaboratively within and across delivery systems to achieve the following:

- Bring expanded online educational offerings of high quality to Florida citizens
- Set measures and goals to greatly increase access to educational opportunities that will lead to employment and support Florida's economy
- Develop common solutions and unduplicated services
- Provide students with more flexible tools to find and enroll in courses they may need across the state

The Task Force's recommendations reflect these common goals.

Recommendation	Description
Recommendation #1	Expand and Clarify Roles and Responsibilities To effectively extend Florida's online learning environment, the roles and responsibilities of statewide organizations involved in online learning should be expanded and clarified. Enrollment goals for online learning should be established to guide the state's initiatives.
Recommendation #2	Implement a Statewide Common Online Marketplace for Students FLVC should take the lead role in developing and marketing a statewide common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities.
Recommendation #3	Coordinate a Common LMS (Opt-In) FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for institutions which choose to opt-in to attain statewide cost savings and provide a consistent user experience for students.
Recommendation #4	Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery The SUS, FCS, and DEO should continue to use enhanced labor market and employment data to facilitate the identification and development of postsecondary online programs that address Florida workforce needs.

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Recommendation	Description
Recommendation #5	Develop and Deliver Statewide For-Credit MOOCs The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish guidelines for competency-based evaluations of non-credit MOOCs.
Recommendation #6	Enhance and Expand The Online Learning Resources Repository FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use.
Recommendation #7	Provide Statewide Faculty Development Center(s) for Online Learning The BOG and the FCS should select one or more lead institution(s) to develop and implement statewide faculty and administrator development services for online education, using a train-the-trainer approach.
Recommendation #8	Create an Effective Practices Repository FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, faculty services, faculty collaboration, and workforce needs to support the advancement of online learning statewide.
Recommendation #9	Enhance Data Collection Efforts for Online Learning Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, and cost. Additional efforts should include exploring and researching the use of Florida Education and Training Placement Information Program (FETPIP) data to identify workforce and employment trends.

The Task Force's recommendations are assigned to existing organizations that are best suited for implementation, yet suggest linkages among the responsible entities to ensure coordinated statewide efforts. This approach does not expand government, but rather incorporates and infuses enhanced online learning into the educational delivery systems and structures that already exist. Each recommendation that requires additional one-time or recurring legislative funding places the responsibility on the implementing organization(s) for developing a strategy, determining the timing for implementation among its other priorities, and identifying the associated funding mechanism [i.e., either a legislative budget request (LBR) or an alternative funding mechanism].

Several of the recommendations will require additional funding to ensure success, but all of them were designed to meet the Task Force's goals of providing online education in an effective and cost-efficient manner and ensuring the state's workforce and economic development needs and student demands are met across the postsecondary education delivery systems.

*Task Force on Postsecondary Online Education in Florida***TRENDS RELEVANT TO FLORIDA'S ONLINE LEARNING INITIATIVES**

The Task Force identified the following demographic, educational, online learning, and technology trends that will continue influencing Florida's higher education online learning initiatives. Many of the trends identified in this section are discussed in detail in the *NMC Horizon Report: 2013 Higher Education Edition* (<http://www.nmc.org/pdf/2013-horizon-report-HE.pdf>).

Demographic Trends Impacting Online Learning**Online Students**

A study on "Online College Students in 2013," (C. B. Aslanian, 2013) indicated that, nationally, 32% of college students were taking at least one online course and 3 million students were enrolled in fully online programs in 2012. Results of this study indicated within 12 months of graduation:

- 44% of these students improved their employment standing
- 45% received salary increases
- 36% experienced promotions

In addition, almost two-thirds of these online students enrolled at an institution within close proximity to their residence. This study further indicated that online business studies were the most popular among undergraduate and graduate students and more individuals achieved a master's degree using an online program than any other degree or certificate. Also, the study indicated that employers do not always make hiring and promotional decisions based on a graduate having in-classroom experience.

The Parthenon Report documented that participation in online education courses at Florida's public postsecondary institutions already surpasses participation nationally; 40% of Florida's students took at least one online course in 2011.

These findings suggest an increased desire by students for convenient access to education and a corresponding need to continue expanding online learning opportunities.

Florida's Economy

While the Florida economy is improving, the need to attract business and industry to the state is critical to providing the high-skill high-wage employment opportunities that drive today's global economy. However, without the presence of a highly skilled and educated workforce, the likelihood of attracting these companies is low. The need for increased access to an affordable higher education cannot be overstated as a means of improving Florida's economy and at the same time creating a strong workforce from within Florida's population.

Currently only 26% of Florida's residents hold a baccalaureate degree and many of these individuals lack the necessary skills for today's technology-driven workplace. Many of Florida's citizens are not served by the existing traditional higher education system because of professional or personal

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commitments. As such, they either opt-out of traditional postsecondary education or enroll in an alternative institution that offers the convenience and flexibility they need. Florida's higher education institutions are perfectly poised to implement expanded opportunities for online learning by leveraging the vast experience and expertise they have developed to date.

Educational Trends Impacting Online Learning

Competency-Based Learning

Competency-based education can reduce costs, shorten the time required to graduate, and provide educational institutions with perhaps more effective measures of student learning. In competency-based learning, students progress by proving they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. This is in contrast to traditional models that can and often do measure competency, but are time-based; i.e., courses last about four months and students may advance only after they have put in the seat time. While traditional institutions hold time requirements constant and learning may vary among students, competency-based learning holds learning constant and allows time to vary.

In competency-based learning, students are rewarded for prior knowledge that they demonstrate during pre-tests. Once a student displays a specific competence, based on a faculty member's assessment, the student is free to move onto other areas of the course or, in some cases, test out of the course entirely. Students are able to spend more time focusing on areas of the subject that require more of their attention and spend less time on topics they have already mastered.

For online learning, efforts by Southern New Hampshire University, Northern Arizona University, Kentucky Community and Technical College System, and Western Governors University are challenging the traditional models for education by providing online self-paced learning where a student completes a program as soon as they have demonstrated the required proficiencies. Online learning will continue to provide a rich forum for a competency-based education and is already beginning to challenge the traditional definition of a credit hour.

Open Micro-Credentials and Stackable Certificates

Micro-credentials are indications of proficiency related to specific skills and granted by a recognized authority. Consider a student studying computer science working toward a bachelor's degree. After successfully completing a module on mathematical logic, the student is awarded a "merit badge" recognizing competency in that subject. While there is not yet a central authority for micro-credentials, several organizations are exploring the concept. For example, Brainbench is an online testing service offering certification across hundreds of topic areas. Mozilla, with support from the MacArthur Foundation, is developing a micro-credential registry called OpenBadges. The system uses an electronic "backpack" in which badges issued by a variety of providers are stored. Other organizations experimenting with issuing badges include universities (Carnegie Mellon, Boise State, University of California at Davis, University of Southern California, University of Illinois), publishers (David Wiley, Training Magazine), cultural institutions (Smithsonian, Shedd Aquarium,

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Corporation for Public Broadcasting), and nongovernmental organizations (Design for America, SweetWater Foundation, Girl Scouts). Even Gartner, in *Hype Cycle for Education, 2013*, predicts a quick uptake in the use of open micro-credentials, and specifically Mozilla's OpenBadges.

Each new credentialing experiment, such as micro-credentials, challenges the traditional role of universities and colleges in educating Florida's citizens. Higher education institutions may want to continue seeking ways to provide credit that is more granular and may want to consider experimenting with OpenBadges or similar platforms to document students' achievements in online courses.

The Impact of Online Learning on Education

Challenges to the Traditional Accreditation Process

The Southern Association of Colleges and Schools (SACS) accreditation process looks at the institution and the programs offered by that institution in order for a school to receive accreditation. Accreditation teams typically examine content, faculty qualifications, facilities, instructional resources, and student services, among other areas that are specific to that institution. While not easy to achieve, accreditation was simple to understand and assess. As the education systems have increasingly embraced new methods and technologies, accreditation has become much more complex. Attention has focused on competencies replacing credit hours, stackable and micro-credentials replacing degrees, and online learning methods replacing or supplementing the traditional classroom.

As online learning continues to expand and change the way education is delivered through new technology options, higher education institutions will need to investigate and promote new strategies for accreditation. The State of Florida's higher education system will need to continually examine how online learning can be accommodated within the accreditation process.

Low-Cost Degree Programs

While traditional universities and colleges historically provided the majority of degree programs, new entrepreneurial models are emerging that offer degrees at a significantly lower price. Completely online universities – some regionally accredited and some not – offer degree programs students can complete without having to move to a new town, rent a dorm room or apartment, drive to and from campus, or give up an often difficult-to-find job. Students taking online courses often avoid extra lab or other fees.

One method to determine the effectiveness of online programs is to investigate the real-world outcomes (employment in field and salary) for students pursuing online degrees compared to those completing traditional degrees. Data on the cost and effectiveness of fully online programs are important to ensure that students have comparable cost-benefit data for fully online programs compared to traditional learning experiences.

*Task Force on Postsecondary Online Education in Florida***Changing Faculty Role**

Faculty members are a critical resource in the education system and play an indispensable role in the development and teaching of online learning courses. However, the faculty's role encompasses not only that of teacher, but also innovator and researcher. This research role enables Florida's universities to receive grant funding and private donations to create new inventions and scientific findings that help grow the economy.

Faculty members, however, are also one of the most costly components of course development and instruction. In some institutions, the traditional role of faculty as advisor, mentor, course designer, instructor, and coach is being disaggregated with the potential of achieving cost savings: advising functions are assigned to professional advisors, online course design is accomplished in cooperation with instructional designers, and coaching is facilitated by staff in a learning success center.

With the advent of multiple new methods for online learning, such as MOOCs and competency-based courses, institutions are further reevaluating the appropriate roles of faculty members and finding new ways to capitalize on their expertise and critical research functions, while also reducing the overall cost of instruction. New technology-based tools are emerging that provide digital methods to monitor student progress, flag students who are experiencing problems, and assist faculty and advisors to intervene with timely and appropriate advice, coaching, and guidance.

With the increase in online learning, faculty members require new skills and approaches to teaching. While the ability to speak before large groups and using presentation software were once key skills, faculty teaching online or blended courses now need to understand such varying subjects as constructivist learning theories, copyright, accessibility, and designing effective online assessments. This changing role necessitates the need to develop and deliver professional development for faculty members.

MOOCs Becoming Mainstream

MOOCs are open online courses that anyone, anywhere can attend. The courses are typically offered at no cost and have massive, worldwide enrollments. At Georgia Tech, a MOOC-delivered Masters of Science in Computer Science degree program (initially subsidized by a corporate partner) will cost students less than \$7,000. The same degree delivered traditionally at the school costs out-of-state students around \$45,000. While many colleges and universities are experimenting with MOOCs, there are many unanswered questions. Should credit be awarded to students who complete a MOOC? If so, how? Is there a sustainable economic model for MOOCs? How does the use of MOOCs affect an institution's core business processes (e.g., registering, educating, and matriculating students)?

MOOCs have become very popular, with some courses having over 100,000 students enrolled. Instructors presenting MOOCs have become Internet "rock stars" with thousands of people following their social media streams. For students, MOOCs present a low-risk, low-investment way of trying out new areas of study; however, the transferability of MOOCs from one institution to another for credit remains a challenge.

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For institutions, MOOCs require new systems, new ways of handling assessments and providing credit, and new strategies for accreditation. Gartner recommends institutions explore granting credit for completion of MOOCs and investigate the use of external testing companies for evaluating student performance.

The American Council on Education has recently recommended five MOOCs for credit, which may provide a starting place for Florida's statewide efforts. Another avenue for MOOC delivery includes providing courses through an external provider.

Open Educational Resources

Open educational resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Open educational resources came to the attention of the public in 2000 when the Massachusetts Institute of Technology published core course content online, making it freely available worldwide. Creative Commons, established in 2001, introduced a set of alternative copyright licenses for resource sharing in 2002. By 2009, there were an estimated 350 million works licensed under Creative Commons. The Open Courseware Consortium, consisting of member institutions from around the world (including Broward College in Florida), provides a repository for open educational resources.

As governments and educational institutions work to reduce the cost of education for students and taxpayers, the adoption of open educational resources is one strategy that has a potential for reducing educational costs for institutions and for the students.

Open educational resources can benefit online education in Florida in a number of positive ways, such as:

- Lowering the cost of course materials for students and the institutions
- Increasing the ability for faculty to customize learning materials to their courses

Options to consider for improving the quality of open educational resources could include:

- Implementing a peer-review process for open educational resources to ensure quality
- Providing incentives to faculty, instructional designers, and institutions for licensing their locally produced instructional resources under Creative Commons
- Investing in existing open educational resources and encouraging their use in Florida institutions
- Developing open educational resources for core curriculum classes in Florida institutions

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Technology Trends Impacting Online Learning

Mobile Everything: An Increasingly Mobile-Centric Technology Ecosystem

A 2012 survey by Accenture found a majority of users, across all age groups, connected to the Internet with a mobile device. In addition, many analysts report the growing impact of tablets in higher education, with an expanding ecosystem of education, social, and productivity applications being embraced by students and faculty.

For these reasons, analysts over the past several years have encouraged a “mobile-first” strategy when allocating development resources. Now, instead of a “mobile-first” strategy, analysts are suggesting a “mobile-only” focus since mobile devices are becoming the primary Internet access device across all age groups.

Higher education institutions are likely to continue investing in technologies that support mobile usage while avoiding solutions that are dependent on specific technologies or web browsers in order to prevent creation of a new “digital divide.” Adopting the principles of responsive web design and similar technologies to support new device standards is also worthy of consideration.

Games and Gamification

Educators are beginning to learn what the marketing world has known for years: social games can increase engagement and change behavior. One author (Zichermann, 2010) said that, “...in order to compete with games, marketing must become a game.” Unlike more passive forms of marketing, games provide increased engagement. Yet, most educational systems do not systematically incorporate game mechanics and gamification in online learning in part due to the high cost of development.

The use of game dynamics in education to increase student engagement, increase skills, and promote institutions and resources is well established. Lee Sheldon, a professor of Communications at Rensselaer Polytechnic Institute, reorganized an undergraduate class into a massive multiplayer game. He replaced grades with “quest points,” organized the class into “guilds,” and assigned “quests” which students completed to “level up.” The “gamification” of the classroom has raised grades in Dr. Sheldon’s classes from an average of C to an average of B. Dr. Sheldon reports that attendance in his classes is close to perfect.

Trends in gamification for online learning will require ongoing monitoring and exploration. Of particular importance is its impact on student learning outcomes.

Big Data and Learning Analytics

The cost for data storage continues to decrease and cloud options for the storage of large data sets are now readily available. These trends make it easier to collect and warehouse large data sets that are useful for identifying patterns and trends and for increasing the level of personalized services for students. New tools and methods are required to analyze these data and to discover new and useful

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insights. Large data sets will also cause online educators to focus more intently on the need for security and privacy of student data.

The identification of patterns and trends in educational data sets is referred to as learning analytics. Gartner points toward two ways big data sets are being used in education: traditional research and to improve learning outcomes. The *NMC Horizon Report: 2013 Higher Education Edition* also suggests a future where learning analytics from big data sets drive actionable data for all levels of the educational delivery system — from return-on-investment data for policy-makers, to the identification of at-risk students, to assisting students and their parents in selecting an educational pathway.

Data harvested from large educational data sets can also be used to customize online courses. These data, typically captured in learning management systems, can be used to tailor the content to the learner, to provide resources to assist a student in learning, to make decisions on how to adapt the course to improve learning outcomes, or trigger student interventions if needed.

These data sets will create new ways to inform students and parents on how these data can be used for educational decision-making as well as to provide postsecondary institutions with new opportunities for assisting students with their educational decisions, activities, and outcomes.

Interoperable Standards

Students are increasingly attending multiple institutions as they move along their educational pathway. There are two trends in interoperable standards to be monitored as Florida's online learning advances.

- The IMS Global Learning Consortium (formerly Instructional Management System Project) has published a series of standards for educational metadata, content portability, ePortfolio, etc. The organization's membership includes learning management system developers, eResource publishers, school districts (including the Florida Virtual School and the Escambia County School Board), universities, and colleges.
- The U.S. Department of Education has identified three interoperability standards used in education: Sharable Content Object Reference Model (SCORM), Schools Interoperability Framework (SIF), and the IMS. No single standard has yet emerged.

The development of educational information interchange standards will foster the exchange of data among Florida institutions and with others nationally.

Common Authentication Standards

Common authentication defines a protocol or standard for securely passing identity information between institutions and service providers. Authentication standards facilitate access to distributed resources using the institution's user credentials.

As students begin to take online instruction at multiple postsecondary institutions, they often have to maintain multiple credentials for access to each institution's learning management system, library

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system, and other student services. Online learning and collaborative delivery of student services could be streamlined if institutions adopt and use a standard federated identity management architecture. Current technologies in use for federated identity management in higher education include the following:

- Shibboleth is based on the Security Assertion Markup Language standard. Systems developed in a Shibboleth environment are either identity providers or service providers. The identity provider authenticates the user and provides confirmation to the service provider. A single identity provider can authenticate users for many service providers, and a single service provider can receive authentication from many identity providers.
- Central Authentication Service (CAS) is a single sign-on protocol for the web. Its purpose is to permit users to access multiple applications while providing their credentials (such as userid and password) only once. It also allows web applications to authenticate users without gaining access to a user's security credentials, such as a password.
- OpenID is a web authentication system used by some of the Internet industry leaders (including Google, Facebook, Yahoo!, Microsoft, Telecom Italia, etc.). Using OpenID, a user can authenticate to sites that support the standard. Some universities are looking at OpenID as a "bring your own" digital identity for their students.

As Florida's higher education seeks to expand common access to online learning opportunities, authentication protocols will need to be established for use by all higher education institutions.

Adaptive Learning Software

Adaptive learning systems display to students pre-developed sequences of content, explanations, and assessments and track performance at each step as they work their way through the course material. Students can individually choose the path and sequence of tasks within pre-defined limits. The resulting data are captured and used to customize the delivery of content and assessments and the determination of content mastery, resulting in individualized learning pathways. Although adaptive learning systems are far from perfect, they are rapidly evolving and moving toward creating a learning environment that is highly effective and efficient.

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RECOMMENDATION #1 – EXPAND AND CLARIFY ROLES AND RESPONSIBILITIES

To effectively extend Florida’s online learning environment, the roles and responsibilities of statewide organizations involved in online learning should be expanded and clarified. Enrollment goals for online learning should be established to guide the state’s initiatives.

Task Force Charge

The Task Force was charged to “recommend strategies for better coordinating services and online programs in the SUS and FCS and, to the extent feasible, across other delivery systems.” To support this charge, the Task Force determined that clear roles and responsibilities for implementing each recommendation should be determined and submitted to the BOG and, where appropriate, the FCS and the Florida Legislature for consideration.

Current State and Research

There are multiple entities involved in Florida’s postsecondary online learning efforts that will have new responsibilities for implementing proposed Task Force recommendations. These groups should work collaboratively to ensure the most effective use of state funding for online learning.

Florida Virtual Campus

On July 1, 2012, FLVC was created (Section 1006.73, F.S.) by merging four organizations with long histories of service to Florida’s public universities and colleges to form an exciting new academic support organization. The Chancellors of the SUS and the FCS share joint oversight of FLVC. A Board of Directors, composed of college and university vice presidents appointed by the Chancellors as well as officers from FLVC’s advisory groups, assists the Chancellors in their governance role. FLVC receives essential advice on the development and delivery of its products and services from two advisory groups:

- The Members Council on Library Services provides advice on the services FLVC provides to the users and staff of each public university and college library in Florida. It is composed of one presidentially appointed representative from each institution.
- The Members Council on Distance Learning and Student Services provides advice on the distance learning, academic advising, and student services provided by FLVC. It is composed of one presidentially appointed representative from each institution.

FLVC is jointly funded through the BOG and the SBE. Recurring funding is provided for FLVC’s core statewide services, such as library services, distance learning, and student services. In 2013-2014, non-recurring funding was provided for initiatives such as implementing a common web infrastructure, modernizing the distance learning catalog, statewide marketing, among other activities.

*Task Force on Postsecondary Online Education in Florida***UF Online**

The 2013 Legislature enacted Senate Bill 1076 (Chapter 2013-27, F.S.), thereby creating an online institute at a preeminent university, UF Online, as well as providing funding for implementation and support. The law requires UF Online to begin offering fully online, four-year baccalaureate degrees by January 2014. Part of UF Online will include research in all aspects of online teaching, learning, and technology, consistent with the delivery of “high-quality” online programs. The spirit of the assignment and the commitment of the University also require an associated research effort in all aspects of the online teaching, learning, and technology triangle. UF will begin this effort in academic year 2014-2015 with the establishment of a Research Center (as part of UF Online) with appropriate staffing.

UF Online received funding from the Florida Legislature. This funding is being used to develop fully online programs, market the courses nationally and internationally, provide student services for online learners, and support research in online learning and teaching, among other activities.

BOG Office of Institutional Research and FCS Office of Research and Analytics

The State of Florida has been at the nation’s forefront in its data collection for public higher education. Beginning in the early 1990s, Florida’s universities and colleges began defining ways to collect student, staff, and financial information from each institution in order to examine trends and provide information for statewide decision making. Through the years, the BOG and FCS have established formal processes, in collaboration with the universities and colleges, to develop common definitions, data elements, and a standard process to collect these data and to store them in statewide databases. These data sets are used to generate reports and respond to ad hoc requests about Florida’s public postsecondary education system.

BOG’s Office of Institutional Research responds to information requests regarding Florida’s twelve public universities, provides data resources for public and internal uses, conducts research and analysis of issues that help guide policy decisions, and provides data to support Board staff. The staff serves as liaisons between those who directly work with the universities to update statewide data resources and the Board policy staff to facilitate sound policy decisions based on relevant and accurate data. Similarly, the FCS’ Office of Research and Analytics is responsible for data, reports, and external research involving Florida’s state colleges.

Complete Florida Degree Program

In Florida, 2.2 million students have stopped out of college. UWF is leading a legislatively funded initiative intended to answer the challenge of how to get adults back to school to complete a college degree. Through fully online, competency-based learning, accelerated courses, and prior learning assessments, all areas of this program are tailored to workforce-related degrees. Using a concierge-based approach to student services, the Complete Florida Degree Program will facilitate retention and degrees earned. Partners currently include the University of West Florida, Florida International University, University of Central Florida, Florida State College at Jacksonville, Indian River State

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College, St. Petersburg State College, Florida Gulf Coast University, and private institutions still to be determined.

Finish Up, Florida!

The Finish Up, Florida! program was funded by the Lumina Foundation for Education and is designed to reach out to students who left the FCS without earning a degree and to encourage them to return to finish. Finish Up, Florida! reflects the efforts of a statewide collaboration led by the Foundation for Florida's Community Colleges in partnership with the Department of Education (DOE), the Division of Florida Colleges, and the former Florida Center for Advising and Academic Support (the functions of which now reside under FLVC).

Designated Lead Institutions

The BOG and FCS have a long history of selecting a lead or host institution for statewide initiatives for postsecondary education. Examples include the Florida Center for Library Automation, the University Press of Florida, FLVC, the Florida Institute of Oceanography, and the Complete Florida Degree Program. The lead or host institution is usually selected through a competitive procurement process or because of its expertise or available resources. An oversight board representing the SUS and FCS systems, as appropriate, typically guides ongoing efforts.

Florida's Public Higher Education Institutions

Florida's universities and colleges offer thousands of online courses to meet student needs and market them within their service areas. There is significant expertise and experience within Florida's postsecondary institutions that should be leveraged for statewide efforts.

Need

Florida already has vast experience and expertise in online education. Florida's higher education institutions have made tremendous progress in online learning, and Florida has a vast repertoire of expertise and experience at both the state and institutional levels. According to the Parthenon Group, the SUS and FCS currently offer over 700 online programs and 40% of Florida's postsecondary students took at least one course online in 2010-2011.

A variety of approaches are taken to market online programs. The institutions market their online programs; UF Online dedicated national and international outreach dollars for its new online degree program from its state allocation; non-recurring funding for marketing was also provided to FLVC in FY 2013-2014.

It is now time to capitalize on this expertise to enhance statewide collaboration with the goals to improve access, quality, and cost of online learning for Floridians, to set specific goals for Florida's online learning enrollments, and to enhance the statewide marketing efforts for specific initiatives.

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Implementation Steps

Because there is a multitude of entities involved in online education, clarity on each group's proposed role and responsibility is required in order to achieve the goals put forward by the Task Force. Collaboration among these entities is detailed to ensure statewide coordination and to result in a cost-effective online learning delivery system in Florida.

The following steps are required to implement this recommendation.

Step 1 - BOG should review and then define and adjust the roles and responsibilities for implementing Task Force recommendations.

The BOG, in collaboration with the FCS, should review the Task Force's proposed assignments for each recommendation, make any desired adjustments, assign the responsibilities as necessary, and seek statutory changes (if needed). The BOG and the FCS should also set online learning enrollment goals for the next five years.

Some Task Force recommendations will require one-time and/or recurring legislative funding for implementation and to market them to Floridians; others will not. The following matrix outlines the responsibilities as proposed by the Task Force.

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Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
BOG, in collaboration with the FCS	The BOG and the FCS should continue to set state policies and regulations for online learning. The Task Force also recommends the BOG, in cooperation with the FCS, take the lead role in coordinating system-wide academic initiatives (such as MOOCs and faculty development in online learning) as well as setting online learning enrollment goals to guide the state's efforts.	Expand and Clarify Roles and Responsibilities	Recommendation #1, page 18
		Select a Lead Institution(s) for MOOCs (Competitive Procurement)	Recommendation #5, page 49
		Select a Lead Institution(s) for Faculty Development in Online Learning	Recommendation #7, page 64
BOG and FCS Data Collection Units	The BOG Office of Institutional Research and the FCS Office of Research and Analytics units should take the lead role in coordinating the collection of consistent data to measure online courses and degree programs in terms of cost, quality, and access. In collaboration with the UF Online Research Center, the BOG and FCS data collection units should research the use of FETPIP employment data for identifying trends in online learning.	Enhance Data Collection Efforts for Online Learning	Recommendation #9, page 81

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Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
FLVC	The statutory language that created FLVC delineated its role as providing online academic support services and resources. Therefore, the Task Force recommends FLVC should focus on system-wide academic and student support initiatives, such as coordinating licensing for a statewide LMS. Marketing funding should be provided to FLVC for new initiatives that are assigned to the organization.	Coordinate a Common LMS (Opt-In)	Recommendation #3, page 38
		Implement a Statewide Common Online Marketplace for Students	Recommendation #2, page 31
		Enhance and Expand The Online Learning Resources Repository	Recommendation #6, page 57
		Create An Effective Practices Repository	Recommendation #8, page 69
Lead Institution(s)	The BOG, in collaboration with the FCS, should issue a competitive procurement to select a lead institution(s) for statewide efforts such as for-credit MOOCs. The BOG and the FCS should jointly issue a competitive procurement for a faculty development center. Marketing funding should be provided to the lead institutions(s) for new statewide initiatives.	Coordinate Statewide Delivery of For-Credit MOOCs Provide Statewide Faculty Development Center(s) for Online Learning	Recommendation #5, page 49 Recommendation #7, page 64
Individual Institutions	Florida's universities and colleges must continue to deliver and market quality online programs and courses to address the educational needs of Florida's citizens.		

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Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
UF Online	The Task Force recommends the UF Online Research Center take the lead role in coordinating ongoing statewide postsecondary research in the area of online learning through the creation of an Online Learning Research Advisory Committee. After research is completed, the Task Force recommends the Online Learning Research Advisory Committee provide this information to FLVC for cataloging, dissemination, and placement in its central repository.	Create a Statewide Online Learning Research Advisory Committee	Recommendation #1, page 18
Complete Florida Degree Program Finish Up, Florida!	Lessons learned and effective practices identified by the Complete Florida Degree program initiative and the Finish Up, Florida! program should be shared statewide as part of the development of the common online marketplace, as well as through the proposed FLVC repository for effective practices.	Provide lessons learned to the SUS, FCS, and FLVC	Recommendation #2, page 31 Recommendation #8, page 69
DEO	DEO, in collaboration with the BOG and FCS, should continue to provide enhanced labor market and employment data to Florida's postsecondary institutions and to enhance their use in program decision making.	Provide Enhanced Labor Market Statistics for Online Program Decisions	Recommendation #4, page 44

*Task Force on Postsecondary Online Education in Florida****Step 2 - UF Online, in collaboration with the BOG, should plan, configure, and implement an online learning research advisory committee.***

Many of Florida's postsecondary institutions conduct research in online education. As online learning expands in Florida, statewide collaboration is desired to focus research efforts and to more broadly share research results. Toward this effort, the UF Online Research Center, in collaboration with the BOG, should define the roles, accountabilities, and procedures for a statewide Online Learning Research Advisory Committee to facilitate research in online learning and to share research outcomes.

Once the strategy and plan has been determined, UF Online and the BOG should identify the members of the Advisory Committee. This Committee should consist of representative membership from the SUS and FCS as well as a liaison from FLVC. This Committee will identify needed statewide online learning research, determine which institution should take the lead role in conducting the research, and review the research results. In addition, the Committee should be charged with bringing the needs of the individual institutions to the forefront. The focus will be on making state-level recommendations and setting statewide research goals. The Task Force has already identified a number of areas where research and input is desired to advance Florida's postsecondary online learning efforts.

As research is completed or effective practices identified, such output should be provided to FLVC and housed in its effective practices repository. A monthly publication (electronic newsletter) could also be distributed by FLVC to the institutions, listing new additions to the repository as well as occasional articles on recent research and effective practices.

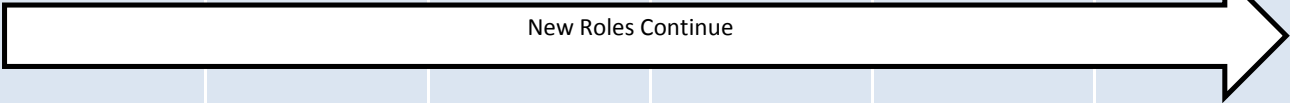
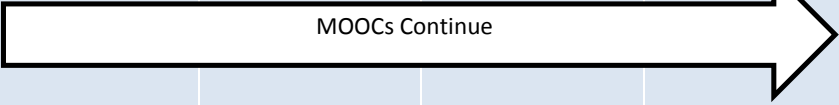
Cost Benefit

Recommendation #1 assigns the Task Force recommendations to the existing organizations that are best suited for implementation. This approach does not expand government, but rather incorporates and infuses enhanced online learning into the educational delivery systems and structures that already exists. Each recommendation that requires additional funding places the responsibility on the implementing organization(s) for developing a strategy, determining the timing for implementation among its other priorities, identifying the necessary one-time and/or recurring costs, and determining the best funding mechanism (i.e., LBR or an alternative funding mechanism).

Recommendation Timeline

The following timeline is a suggested sequence of events for implementing the Task Force recommendations. The entities charged with new responsibilities should be given the flexibility to sequence these events based on adequacy of funding, other priorities, and guidance provided by their individual governing boards.

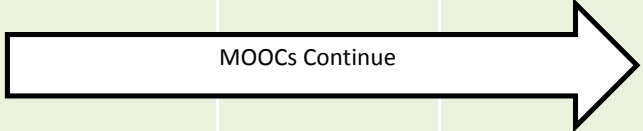
*Task Force on Postsecondary Online Education in Florida***Implementation Timeline**

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)							
Recommendation #1 - Expand and Clarify Roles and Responsibilities	Step 1 – BOG should review and then define and adjust the roles and responsibilities for implementing Task Force recommendations.						
Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs	Step 1 – The BOG should approve an amendment to its LBR to submit to the 2014 Legislature for initial startup funding for statewide coordination and a pilot program of for-credit MOOCs.	Step 2 – The BOG should select a lead institution(s) using a competitive procurement process. Step 4 - The BOG, in collaboration with the lead institution(s), should develop the draft regulations required for a) proposed tuition that students should pay to receive credit for MOOCs and b) the process for awarding students credit for MOOCs.	Step 5 – The BOG should seek 2015 legislative funding (i.e., one-time and/or recurring) for full statewide implementation of MOOCs.				

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	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)							
Recommendation #7 - Provide Statewide Faculty Development Center(s) for Online Learning	Step 1 – The BOG and the FCS should jointly select a lead institution(s) using a competitive procurement process.		Step 3 – The BOG and the FCS should seek 2015 legislative funding (i.e., one-time and/or recurring) for the statewide faculty development for online learning initiative.	Faculty Development Continues			
	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG and FCS Data Collection Units							
Recommendation #9 - Enhance Data Collection Efforts for Online Learning	Step 1 – The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should establish a plan for extending data collection efforts for online learning.	Step 2 – The BOG and FCS data collection units should establish metrics, create definitions, and identify data elements to enhance data collection for online learning. Step 3 – The BOG and FCS data units should establish indicators to allow for separate analysis for fully online programs.	Step 4 – The BOG and FCS data collection units should analyze FETPIP data to assess if online education has an impact on postsecondary employment and wages.	Data Collection Continues			

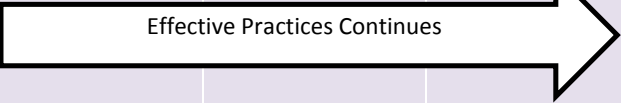
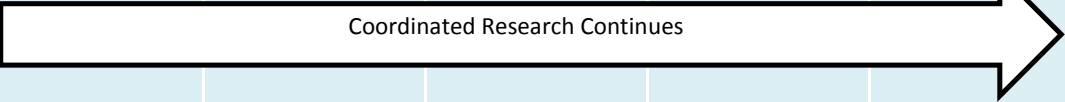
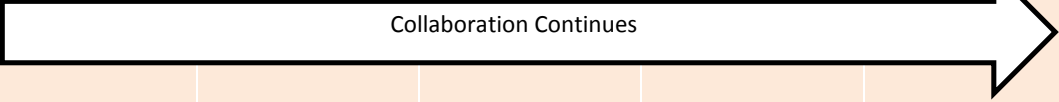
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	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
Lead Institution(s)							
Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs		Step 3 – In cooperation with the BOG, the lead institution(s) should conduct the pilot program and develop a detailed strategy and LBR for the delivery of MOOCs statewide.		Step 6 – The lead institution(s) should begin implementing the statewide MOOC strategy.			
Recommendation #7 - Provide Statewide Faculty Development Center(s) for Online Learning		Step 2 – In cooperation with the BOG and the FCS, the lead institution(s) should develop a detailed strategy and LBR for the delivery of statewide professional development services.		Step 4 – The lead institution should begin providing statewide services for faculty and administrator development for online learning using a train-the-trainer approach.			

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	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC							
Recommendation #2 - Implement a Statewide Common Online Marketplace for Students	<p>Step 1 – FLVC should create a working group to develop a strategy, plan of action, marketing strategy, and cost for the common online marketplace.</p> <p>Step 2 – FLVC should prepare an LBR for the common marketplace for consideration by the 2015 Legislature.</p>		Step 3 – FLVC should work with the SUS and FCS CIOs to develop data exchange, authentication, and security strategies for the common online marketplace.	Step 4 – FLVC should begin implementation of the common marketplace.	Common Marketplace Continues		
Recommendation #3 - Coordinate a Common LMS (Opt-In)		Step 1 – FLVC should develop a strategy for a common LMS using an opt-in approach.	Step 2 – FLVC should align the proposed strategy with statewide leadership.	Step 3 – FLVC should begin the negotiations and licensing processes.	Step 4 – FLVC should launch the pilot implementation.	Step 5 – FLVC should continue implementation with remaining institutions.	Step 6 – FLVC should assess the effort and determine next steps.
Recommendation #6 - Enhance and Expand The Online Learning Resources Repository	Step 1 – FLVC should establish a working group under its two Members Councils to guide statewide electronic resource efforts.		Step 2 – FLVC should update Florida's learning resources repository to increase its accessibility and use.	Electronic Resources Continue			

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	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC							
Recommendation #8 - Create An Effective Practices Repository	Step 1 – FLVC should create working groups or assign tasks to existing groups to identify effective practices. Step 2 – FLVC should create an effective practices repository.	Step 3 – FLVC and its Board of Directors should identify methods to increase student services participation in the discussion of online learning.					
	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
UF Online							
Part of Recommendation #1 - Create an Online Learning Research Advisory Committee		Step 2 – UF Online, in collaboration with the BOG, should plan, configure, and implement an online learning research advisory committee.					
	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
DEO							
Recommendation #4 - Enhance Labor Market Statistics for University and College Online Program Development and Delivery	Step 1 – DEO, in collaboration with the BOG and FCS, should provide enhanced labor market data semiannually tailored to Florida's postsecondary needs.	Step 2 – DEO, with the BOG and FCS, should pilot the use of enhanced labor statistics and adjust as needed.					

*Task Force on Postsecondary Online Education in Florida***RECOMMENDATION #2 – IMPLEMENT A STATEWIDE COMMON ONLINE MARKETPLACE FOR STUDENTS**

FLVC should take the lead role in developing and marketing a statewide common online marketplace to facilitate student access to Florida’s postsecondary online learning opportunities.

Task Force Charge

The Task Force was charged with exploring “collaborative licensing of resources and technology” and “viability and desirability of common technical capabilities.” The Task Force defined this topic as exploring the technical capabilities needed to provide online learning to Florida’s citizens given the state’s multi-institutional environment. The Task Force explored implementing a common Enterprise Resource Planning (ERP) system for all SUS and FCS institutions to perform administrative functions, such as financial aid, student registration, human resources, etc. A common ERP for the state’s higher education system was dropped from consideration during Task Force deliberations because of the high cost, complexities, and the varying needs of each institution. However, student support technologies for the common marketplace were considered.

The Task Force was also charged with exploring “raising awareness of online courses and programs to different segments of the market (marketing).” The Task Force examined ways an effective marketing strategy and campaign could increase awareness of specific statewide programs and services for prospective students. The focus of these efforts was on supporting statewide online learning efforts, not on a specific institution’s programs.

Current State and Research

Florida continues to need a highly skilled, educated workforce to meet employment needs and to attract business and industry to the state. There are currently 271,126 (seasonally adjusted) unfilled positions in the State of Florida alone that need qualified workers, while 11,462,000 Floridians remain unemployed (August 2013). The need for increased access to affordable higher education is critical for improving Florida’s economy and at the same time creating a strong workforce from within Florida’s population.

Some of Florida’s citizens are not fully served by the existing higher education system due to professional or personal commitments. As such, they either opt out of a traditional postsecondary experience or enroll in an alternative institution that offers the needed convenience and flexibility. Prospective online students are also faced with actual or perceived barriers when entering or participating in Florida’s postsecondary education system. For example, students must first identify which postsecondary institution offers the desired program of study. The student may hear about local offerings through a television commercial or via the statewide FLVC common catalog of

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distance learning courses. Unfortunately, students may have to visit a number of institutional websites before finding the online program of interest.

After the desired online program is located, students must complete an application for each institution they are interested in attending, meet that institution's admission requirements, and enroll in that institution before they are able to take an online course. In most cases, they must also wait for a standard semester to begin before starting their online education experience. Then, if the student wants to take an online course from another institution, a detailed transient student application process must be completed, routed, and approved. Once accepted, students face an online learning experience that is different from the one they are accustomed to at their home institution.

Florida's post-secondary model works well for the traditional student who proceeds straight from high school to a postsecondary institution, but it does not always support the needs of students who do not follow a traditional educational pathway or adult learners who are trying to balance work and a continuing education. Florida's decentralized process also does not effectively support the traditional high school student when trying to make informed postsecondary education decisions.

On the other hand, Florida's postsecondary institutions must comply with SACS accreditation requirements, which state, "At least 25% of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree" (Comprehensive Standard 3.5.2). This standard ultimately requires a student to have a "home" institution that grants the degree and coordinates the educational process. The home institution provides all the frontline (e.g., online student portals) and back-office functions (e.g., financial aid) needed by that student to navigate through the educational experience. This decentralized approach causes a student to experience differing online learning environments and institutional procedures when taking courses from multiple institutions.

There is some coordination and collaboration for online learning occurring in the State of Florida through FLVC. The Florida Legislature formed FLVC in 2012 (Section 1006.73 F.S.) to provide access to online student and library support services and to serve as a statewide resource and repository for technology-based public postsecondary education online learning courses and degree programs. FLVC provides some services for the online student, such as:

- Serves as a repository for all online courses available in the SUS and FCS systems (i.e., the current online catalog of all courses offered by Florida postsecondary institutions that charge a distance learning fee)
- Provides students with information to assist with understanding the transferability of courses among Florida's universities and colleges
- Supports an online advising tool for academic planning for the transferability of a student's courses
- Facilitates students taking a course at another institution through the transient student application process

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- Provides online access to university and college library resources, as well as statewide electronic resources purchased on behalf of the institutions
- Provides links to postsecondary admissions and student services by redirecting students to existing university and college websites

FLVC was provided legislative funding in FY 2013-2014 to market specific statewide online learning initiatives, but these efforts are just beginning. In addition, Florida's postsecondary institutions devote marketing efforts for their individual online programs, either as part of the overall institution or within a specific department. UF Online was provided funding for its development and implementation, and devoted part of those funds to market its programs in the State of Florida, within the United States, and internationally. Other states, such as The State University of New York Learning Network Marketing Services and GeorgiaOnMyLine.com provide more coordinated marketing efforts and online tools to help guide students in their educational careers. Online competition is increasing from both for-profit and nonprofit institutions within Florida and from commercial and private entities in other states; therefore, there is an increasing need to market Florida's online degree programs and courses.

Florida, under the guidance of FLVC, has the opportunity to create a new model for education to solve Florida's critical workforce and education needs and to establish a statewide marketing campaign to support this effort. Through the creation of a common online marketplace, Florida can leverage the existing capabilities and innovations of the state's universities and colleges while providing a student with a one-stop solution for ongoing education and to facilitate admission based on the institution's requirements.

As the common marketplace develops, the need may arise for FLVC to have enhanced system capabilities in order to process student inquiries and other functions related to students, the marketplace, and the individual institutions that offer the respective online programs and which will award student credit.

For the common marketplace, FLVC will coordinate statewide efforts to guide students to the individual institutions that opt into and support this common statewide approach, but FLVC will not award credit or degrees, which will remain the responsibility of the respective institutions.

The State of Florida's higher education system is well situated to implement this common online marketplace approach. The Florida Articulation Coordinating Committee and the related common course numbering system facilitate the transferability of courses from one institution to the next. In addition, FLVC provides a statewide organization that crosses the SUS and FCS sectors to coordinate statewide online learning initiatives. The common online marketplace efforts could also be expedited through leveraging the efforts of UWF's Complete Florida Degree Program and the FCS Finish Up, Florida! initiative. These factors, coupled with Florida's already advanced online learning expertise and experience at the 12 universities and 28 colleges, create an environment where innovation and advances can occur.

A common online marketplace will enable the state to target marketing to Florida residents to increase degree production and provide a pipeline of highly prepared workers. It can also serve as a

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model for innovation, creating new methods for program delivery including online competency-based courses, MOOCs, and other new learning initiatives that give students recognition for demonstrated knowledge and abilities. A common online marketplace will also give students the opportunity to access public higher education opportunities across the state, even if the desired program is offered by an institution but is not in close proximity to their home.

Need

Other than FLVC's course catalog of online programs, some services for students, and links to each institution, Floridians do not have a single place to find all the needed information to participate in Florida's statewide postsecondary online education opportunities. Most of Florida's postsecondary institutions provide information on their website for the online learner to access individual local programs and courses. This approach requires prospective students to access each institution's website to find needed information.

In this new virtual world, it is critical to provide real-time access to educational opportunities for all Florida citizens, regardless of their geographical location. A statewide approach that provides students with one-stop access to online learning and other information will provide a uniform gateway for students to enter the online segment of Florida's higher education system. While students will still need to be admitted into an institution and meet the applicable admissions requirements, providing a one-stop place for Floridians will connect prospective students with an appropriate educational choice and applicable statewide student services. Developing a corresponding marketing campaign will increase the level of awareness by prospective students regarding the opportunities available to them.

Implementation Steps

FLVC should take the lead role in developing and promoting a common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities. This marketplace should include the services that students require to support them through this process. One-time and/or recurring legislative funding (or an alternative funding mechanism) will be required for this statewide coordination role and for marketing purposes.

As envisioned by the Task Force, the common online marketplace will support functions such as:

- Information about online degree programs for students and advisors
- Streamlined access to the institution offering the desired online program as well as appropriate contact information
- The new and updated common course catalog of online courses
- Streamlined support for students who want to take an online course at an institution other than their home institution
- Guidance for online students throughout the financial aid process
- Support for a student's transfer and articulation between institutions
- Assistance for students with the college admissions process

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- Provide students with support for accessing degrees and planning their educational career
- Statewide student services as applicable to online learners

As such, the common marketplace will provide the information and services needed by students to access the online segment of Florida's higher education system through a uniform gateway and to seek admission and continue their education. The common online marketplace will not replace the institution's critical student services or systems, but rather provide an overlay that communicates with each institution's back-office functions. FLVC should also coordinate Florida's marketing efforts to promote the common marketplace to facilitate matching postsecondary education opportunities with online learners and degree seekers.

The following steps are required to implement this recommendation.

Step 1 - FLVC should create a working group to develop a strategy, plan of action, marketing strategy, and cost for the common online marketplace.

The current FLVC website was originally created through a merger of four similar statewide entities, each with its own web presence. This website was rapidly established by using existing technology tools in order to meet legislatively required deadlines. In spring 2013, FLVC selected a web portal tool (Liferay) to serve as its common web platform. FLVC is currently in the process of implementing this tool, with an initial release scheduled for the spring of 2014. FLVC is also in the process of updating the online catalog that lists all the online courses offered by Florida's postsecondary institutions that charge a distance-learning fee. As part of its immediate plans, FLVC also intends to create a student-centric portion of its website and align its current services according to the online learner's needs.

Next, FLVC should work with its Board of Directors to configure a working group to guide the common marketplace effort. This group should be comprised of a wide range of individuals from the offices of online learning, financial aid, student services, academic programs, and Chief Information Officers (CIOs). The process for reviewing and approving the strategy and plan of action should be defined and should include multiple statewide leadership groups, as follows:

- SUS – Board of Governors Office, Council of Academic Vice Presidents, Council of Student Affairs, Council for Administrative and Financial Affairs, and CIO Council
- FCS – Division of Florida Colleges, Council for Instructional Affairs, Council of Business Affairs, and Council of Student Affairs

FLVC's Board of Directors should charter this working group to define the functions and features of the common online marketplace. This group should conduct the following activities:

- Develop a working definition for the common online marketplace
- Establish its service boundaries (e.g., services to be provided by FLVC, the institutions, or both)
- Develop an implementation strategy
- Determine what technologies may be needed for student services

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- Create a marketing strategy
- Identify statewide costs
- Determine initial and long-term funding mechanisms

This group should also closely examine the efforts of UWF's Complete Florida Degree Program and the FCS Finish Up, Florida! initiative for successes and lessons learned. Cloud-based solutions are preferred for the common online marketplace to avoid the creation of a large technical infrastructure.

The working group may also identify a need for FLVC to have enhanced system capabilities in order to process student inquiries and other functions related to students, the marketplace, and the individual institutions that offer the respective online programs and which will award student credit. FLVC, in collaboration with the institutions, BOG, and FCS, will need to include such system requirements in its planning process along with the identified benefits and timeline to plan, develop, and implement the required functionality.

Step 2 - FLVC should prepare an LBR for the common marketplace for consideration by the 2015 Legislature.

FLVC should seek input on the common online marketplace strategy and funding mechanism(s) with key statewide leadership groups in Florida to ensure alignment with institutional and statewide needs. After approval by FLVC's Board of Directors, the budget request should be submitted to the BOG and the SBE for formal approval and inclusion in their respective LBRs.

Step 3 - FLVC should work with the SUS and FCS CIOs to develop data exchange, authentication, and security strategies for the common online marketplace.

FLVC should begin working with the SUS and FCS CIOs to define data exchange, authentication, and security strategies for the common online marketplace.

- ***Data Exchange Protocols*** - Because the common online marketplace will communicate with the institutions' existing information systems, well-developed data exchange, authentication, and security strategies will be required.
- ***Student Authentication*** - The common online marketplace will require implementation of common, standardized methods of system authentication (logins and passwords). Common authentication will enable students in any participating institution to log into permitted resources at all other participating institutions using their home institution credentials.
- ***Data Security*** - The exchange of data among and between institutions will also require increased attention to information security. As systems are interconnected, and as data are transported, there is an increased likelihood of vulnerabilities that could compromise a student's confidential information.

See Section 2 – Trends for more information on common authentication standards.


*Task Force on Postsecondary Online Education in Florida****Step 4 - FLVC should begin implementation of the common marketplace.***

Assuming state-level approvals are obtained (Step 3) and legislative funding is received or an alternative funding strategy is identified, FLVC should begin implementing and marketing the common online marketplace. Initially, FLVC should conduct a pilot project with a few universities and colleges prior to expansion to all institutions that opt-in to this approach.

Cost Benefit

This initiative will require startup funding for planning, to modernize and develop needed student services within the marketplace, and for the hosted or cloud-based technologies. Funding will also be required for marketing purposes and for establishing IT data protocols, authentication, and security strategies. The common online marketplace approach could be sustained over time through increased student enrollments, state appropriations, and grant funding. The benefits of this initiative include an anticipated increase in enrollment in Florida's online learning programs by providing Floridians easier access to the vast array of existing postsecondary education opportunities. State-level funding to market the common marketplace will benefit all the institutions by promoting and extending their local services on a statewide basis.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC	<p>Step 1 – FLVC should create a working group to develop a strategy, plan of action, marketing strategy, and cost for the common online marketplace.</p> <p>Step 2 – FLVC should prepare an LBR for the common marketplace for consideration by the 2015 Legislature.</p>		<p>Step 3 – FLVC should work with the SUS and FCS CIOs to develop data exchange, authentication, and security strategies for the common online marketplace.</p>	<p>Step 4 – FLVC should begin implementation of the common marketplace.</p>			

*Task Force on Postsecondary Online Education in Florida***RECOMMENDATION #3 – COORDINATE A COMMON LMS (OPT-IN)**

FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for institutions that choose to opt-in to attain statewide cost savings and provide a consistent user experience for students.

Task Force Charge

The Task Force was charged with exploring the “viability and desirability of common technical capabilities,” as well as “collaborative licensing of resources and technology.” Although Florida’s universities and colleges currently possess significant technical capabilities with regard to eLearning and web-based services, those capabilities vary in depth and type. The Task Force identified a common LMS as a way to conduct collaborative licensing to reduce costs and to make course delivery more seamless across the postsecondary education delivery systems.

Current State

Florida’s universities and colleges vary in their technical capabilities in the areas of eLearning and web-based services. Recent efforts to connect Florida’s public postsecondary institutions to complete the transient student admissions process illustrated how the varying technical infrastructures and business processes make it difficult to connect to multiple institutional systems. This mixed environment makes it challenging to implement statewide collaborative initiatives that could better serve Florida citizens.

On the other hand, there are specific reasons each institution requires a set of ERP systems to handle administrative functions (e.g., student admissions, registration, and financial aid). The Task Force considered recommending a common ERP for the state’s higher education system but did not do so because of the high cost and disruption, and the varying needs of each institution.

However, the Task Force did believe there are opportunities to share collaboratively a common LMS to achieve statewide cost savings. Institutions use a LMS to deliver course content to their students, whether online, blended, or face-to-face. LMS content management systems also allow for the capture of student behaviors, such as log-ins, discussion productivity, assignment access, and exam completion times, which can be analyzed to promote more individualized approaches to student support. At some future point, the common LMS could also be tied into the common marketplace identified in Recommendation #2.

As part of its efforts in researching strategies, the Task Force surveyed the institutions within the public university and college systems, as well as the Independent Colleges and Universities of Florida (ICUF) schools, through an online questionnaire. The Task Force used this survey to collect information on the current and projected use of LMSs by Florida institutions to deliver online courses. The responses describe the current state of LMS adoption and use in Florida. The number of institutions included in the survey and the number of respondents are shown below.

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	Total Invited	Total Responses	Total Non-Responses
Florida Public Universities	12	9	3
Florida Public Colleges	28	21	7
The Independent Colleges and Universities of Florida (ICUF)	31	11	20
Others	0	2	n/a
Totals	71	43	30

Based on the survey, the majority of SUS, FCS, and ICUF institutions that responded to the survey deliver online courses through a LMS. (Detailed survey results can be found at www.flbog.org.)

	Yes	No
Universities	8	1
Colleges	21	0
ICUF	8	3
Other	1	1
Totals	38	5

Through the survey, the Task Force found that each institution has chosen the instructional and technological solutions that it deemed best for its individual purposes. As a result, there are approximately six LMSs in use from both commercial and open-source providers. Of the 43 institutions that responded to the survey, the majority of them use Blackboard as their primary LMS, with Angel as the next most widely used product. However, the LMS market is very dynamic and these figures will change over time.

	Blackboard Learn	Blackboard ANGEL	Instructure Canvas	Desire2Learn Learning Environment	Moodle	Sakai
Universities	3		3	1		1
Colleges	7	7	3	2		1
ICUF	5	1			1	
Other					1	
Totals	15	8	6	3	2	2

The 43 institutions that responded to the survey reported a total expenditure of approximately \$4,359,818 in base licensing fees in 2012-2013 for their LMS products.

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Base Licensing Fees 2012-2013	
Universities (9 of 12 universities)	\$1,447,271
Colleges (21 of 28 colleges)	\$2,663,828
ICUF (11 of 31 institutions)	\$248,719
Totals	\$4,359,818

The survey also revealed that in 2012-2013 survey respondents spent approximately \$950,639 on supplementary online software tools (e.g., collaboration, video conferencing, messaging, content management, electronic portfolios, analytics, rubrics, and mobile device access), while some of the institutions receive these services bundled into their primary LMS at no additional cost. Thus, respondents reported spending at least \$5 million per year for online learning support tools. This figure does not include the infrastructure or staff costs required for an in-house LMS or the fees associated with a hosted solution.

Though Florida has exemplary policies such as articulation agreements and common course numbering that facilitate student transactions between institutions, the technological connections among institutions have proven to be far less seamless. While many other states do not have the advantageous policy environment present in Florida, most states reviewed for this report share a common technical infrastructure (a learning management system or a student information system) among their institutions. Therefore, the use of a single LMS solution for Florida deserves careful consideration.

Based on the results of the Task Force survey, the majority of institutions that responded will adopt a state-provided LMS using a cost-sharing model, while the same number will use a cost-sharing model if the LMS were the same brand their institutions were currently using. Please note that institutions were only allowed to provide one response to this question.

	Yes, would adopt a state-provided LMS	No, would not adopt a state-provided LMS	Yes, if it were the same brand the institution is currently using
Universities	2	1	5
Colleges	8	3	8
ICUF	4	1	2
Other	1	1	0
Totals	15	6	15

There are models already in place in other states (such as the opt-in model in Georgia) that can be studied for applicability in Florida. The opt-in model will provide Florida the opportunity to initiate a pilot program among volunteering institutions.

It is critical the selected LMS contains features that can support academic analytics. LMS vendors are offering increasingly sophisticated analytics capabilities, either as core functionality or as add-on modules at additional costs. Analytics modules, whether embedded or external, provide means for students, faculty, and authorized external parties to observe the in-course activities and outcomes of

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individual students in real time. Data elements such as time in course, content consumed and created, communications with instructors and fellow students, and scores on assessments can be tracked and made visible through dashboards or reports. Using this information to drive notifications and interventions, student performance can be enhanced and academic difficulties avoided. Institutions that have implemented effective analytics-intervention strategies have observed significant increases in student success and persistence. However, there is a cost to the institutions to implement these capabilities.

Need

A common statewide LMS can provide cost savings for institutions and a consistent interface for students. A survey administered by the Task Force indicated there is interest by some of Florida's higher education institutions to have a common statewide LMS to provide students with a consistent online learning experience across the state and to achieve cost savings. Potential challenges with implementing a common LMS include timing an institution's transition to coincide with any current LMS contracts as well as faculty adoption and use of a new LMS.

Implementation Steps

FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for common use in Florida to attain statewide cost savings and provide a consistent user experience for students. Initial funding for planning activities will be needed for implementation.

This recommendation is based on the assumption that all Florida postsecondary institutions will have the option to participate in the common LMS initiative (i.e., opt-in and not mandatory). The process will begin through a phased adoption with the ultimate goal of achieving 100% involvement through voluntary participation. FLVC should serve as the centralized coordinating entity for selecting the statewide platform. Leadership and coordination of this recommendation will fall under the governing structure already established within FLVC, as well as the organizational framework of each participating institution.

The following steps are required to implement this recommendation.

Step 1 - FLVC should develop a strategy for a common LMS using an opt-in approach.

FLVC should coordinate the development of a strategy, timeline, and funding mechanism for a common statewide LMS using an opt-in model. Faculty and CIOs must be included in this planning process to identify any steps needed to ensure adoption and integration of a statewide LMS. The strategy should include a cost savings analysis, pilot institution options, and potential cloud-based and hosted solutions. Equally important is the identification of which LMS to proceed with first, as well as the cost sharing proposed for each institution. The resulting strategy should include recommended approaches to reduce the cost to each participating institution. Start-up funding may be required from the legislature to support the project until a cost sharing model can be fully implemented.

*Task Force on Postsecondary Online Education in Florida****Step 2 - FLVC should align the proposed strategy with statewide leadership.***

FLVC should review the common LMS strategy and funding approach with key statewide leadership groups in Florida to align the strategy with the needs of the institutions. This task will potentially include the following groups:

- SUS – Board of Governors Office, Council of Academic Vice Presidents, Council of Student Affairs, Council for Administrative and Financial Affairs, and CIO Council
- FCS – Division of Florida Colleges, Council for Instructional Affairs, Council of Business Affairs, and Council of Student Affairs

Step 3 - FLVC should begin the negotiations and licensing processes.

Once the strategy is approved through the SUS and FCS structures, FLVC and its Board of Directors should initiate the negotiations and licensing of the selected LMS.

Step 4 - FLVC should launch the pilot implementation.

FLVC should work with the institutions that volunteered to participate in the pilot LMS project. This step will require each participating institution to transition its current online courses to the new system, reestablish LMS integrations with other systems, and train its faculty. This step should also include ensuring that any analytics data generated by the LMS are made securely available to the respective institutions for ongoing analysis and interventions.

Step 5 - FLVC should continue implementation with remaining institutions.

Once the pilot institutions have successfully implemented the LMS, FLVC should begin implementation for the other institutions that want to participate. This will need to be a progressive step with the institutions because of the differing LMS contract expiration dates, the effort required to train faculty, the time required to convert courses into the common LMS, and the need to avoid disruption to student instruction.

Step 6 - FLVC should assess the effort and determine next steps.

In this step, FLVC should conduct research on the statewide LMS initiative with data from the participating institutions. These findings will aid FLVC and statewide leadership to make recommendations on whether to continue with the opt-in program or make the common LMS mandatory statewide. FLVC should also determine if one statewide LMS is sufficient or if the effort should be expand to a second LMS product.

Cost Benefit

The proposed common LMS will require some initial funding for FLVC to begin the effort, for negotiation and contracting purposes, and for faculty inclusion and training during the initial steps. To offset the cost for ongoing support, the common LMS should be funded through fees paid by the institutions based on commonly adopted metrics. Conversely, the institutions will no longer incur

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some of the expenses of an institutionally supported LMS (i.e., infrastructure or hosting costs). The following are the benefits anticipated for a statewide common LMS:

- Anticipated reduced costs for LMS licensing and related services
- A common authentication method for students to receive statewide services
- Sharing of courses, programs, and related materials between Florida universities and colleges (e.g., content repositories)
- Increased efficiencies in course and program delivery
- Acquisition and utilization of common data sets for learning analytics within the LMS

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC		Step 1 – FLVC should develop a strategy for a common LMS using an opt-in approach.	Step 2 – FLVC should align the proposed strategy with statewide leadership.	Step 3 – FLVC should begin the negotiations and licensing processes.	Step 4 – FLVC should launch the pilot implementation.	Step 5 – FLVC should continue implementation with remaining institutions.	Step 6 – FLVC should assess the effort and determine next steps.

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RECOMMENDATION #4 – ENHANCE LABOR MARKET AND EMPLOYMENT STATISTICS FOR UNIVERSITY AND COLLEGE ONLINE PROGRAM DEVELOPMENT AND DELIVERY

The SUS, FCS, and DEO should continue to use enhanced labor market and employment data to facilitate the identification and development of postsecondary online programs that address Florida workforce needs.

Task Force Charge

The Task Force was charged with exploring the “alignment of online programs with identified state economic development needs and student demands.” The Task Force defined this topic as the alignment of the institutions’ online programs with the employment needs of the job market and employer demands. Student demand was deemed a byproduct of employer and job market needs and best addressed by the institutions.

Current State and Research

All Florida public universities and colleges are required to use need and demand data in their proposals for the creation of new programs. For example, the SUS form that is required for a university to request a new program must include the “national, state, and/or local data that support the need for more people to be prepared in this program at this level.”

The FCS has a similar requirement on its new program request form. When requesting a new academic program, colleges are required to identify workforce demand and unmet needs by documenting information such as the geographic region to be served, the number of current jobs, the number of current job openings, and the projected number of job openings five years from the current year.

Once a new program is approved for delivery, the university or college can offer it using various modes of delivery. For example, if an institution has been offering a program face-to-face, it does not have to go through an external approval process to begin offering the program online.

The BOG Strategic Plan also includes academic programs of strategic emphasis that are derived in part from workforce projection data provided by DEO and from other considerations such as key economic information and input from workforce councils in the state. Degrees granted by institutions in the BOG programs of emphasis are a metric in the universities’ annual accountability reports and are soon expected to become metrics in the SUS performance funding formula.

The FCS’ current strategic plan includes the identification and expansion or enhancement of academic and vocational/workforce preparation and training programs of strategic emphasis. The identification of applicable programs is based on information that is also derived, in part, from workforce projection data provided by DEO and the regional workforce boards, as well as other considerations such as key economic information and input from the colleges themselves. In

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addition, these degree and certificate programs (both postsecondary adult vocational and industry-based certifications) provided by the FCS are included in the system's accountability measures, recognized in currently available incentive funding provided by the Legislature, and will be included in the metrics tracked in a performance funding formula currently under development.

To further explore the use of workforce data by Florida's institutions of higher education, the Task Force members conducted interviews with a sampling of Florida universities and colleges. These interviews centered on the extent to which online programs and courses are selected based on job market demands. Through these discussions, it became evident that Florida's public higher education institutions have online programs in place that address job market needs. Some institutions are tightly aligned with employer needs, while others are less closely linked. It was clear that the institutions' industry advisory groups or business partnerships appear to be the best method for selecting current and needed programs. However, it also became evident that sharing job market data could be improved. Some examples from the university and college sectors of the alignment of workforce needs and online educational opportunities are as follows:

- At Florida International University (FIU), about 40% of the programs in its School of Business are offered online. These programs are identified based on the needs of business. For example, FIU initiated an online information technology (IT) program based on businesses' IT workforce needs. FIU uses national labor statistics and business partnerships to identify jobs that are in demand.
- At the University of West Florida (UWF), online programs are aligned to workforce needs such as health sciences, nursing, IT, and public health at the bachelor's level. At the graduate level, high demand programs drive the decision to move programs fully online. UWF has formed the Innovation Institute that serves as an "educational incubator" to solve complex challenges facing UWF, online learning, and the overall costs of education. The Institute is responsible for the Complete Florida Degree Program as well as all UWF innovative program activities. The Institute works on projects that have a substantial impact on the regional economy to meet the growing demand of Florida's workforce challenges.
- At the University of Central Florida (UCF), online programs were initiated to target workforce needs since UCF is a leading university for business partnerships. Some of the colleges at UCF have advisory boards which provide input on programs for business needs. UCF's student enrollment growth in its online programs is the direct result of the university's focus on online learning. Knowledge of job market needs comes from both labor statistics and business partnerships.
- St. Petersburg College (SPC) received a Fund for the Improvement of Postsecondary Education (FIPSE) grant to expand online education programs and services. SPC obtains input from industry on programs and courses. SPC uses advisory groups for online, face-to-face, and blended programs. Labor statistics used by SPC include information from Worknet Pinellas, the U.S. Department of Labor, and the Occupational Outlook Handbook. Student demand also determines if an online program should be expanded.
- Florida State College at Jacksonville's (FSCJ) Center for eLearning was established to develop high-quality online courses for both academic and career-oriented programs. To

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date, the Center has developed online baccalaureate programs in early childhood education, IT management, nursing, supervision and management, and business administration. These programs have advisory boards comprised of local leaders in government and business. Demand for online courses is determined by student enrollment, with ongoing expansion as needed. FSCJ is currently working on a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training grant in a consortium of 10 community and state colleges to jointly develop online programs in the IT and healthcare professions.

Based on these interviews, the Task Force concluded Florida already has many online programs and courses designed to meet job market needs. The trend is clearly to have positive employment outcomes for student graduates. There were gaps, however, in awareness of data sources available for labor market information and a related desire to receive more Florida-specific labor market data.

It is also important to note that Florida's labor market data were an important component in the work performed by the Access and Educational Attainment Commission. The BOG Chair established this Commission in June 2011 to address the state's need for future baccalaureate degrees. The Commission selected a team of researchers from education, labor, and business to provide information and analyses. Data similar to that provided in the Commission's final report should be readily and easily available to Florida's postsecondary institutions. The final report created by the Commission can be found on the BOG website (www.flbog.org).

Need

Florida's higher education institutions currently use national, state, or regional-level labor market data to shape the development of online program offerings, but there is a desire to strengthen the alignment of workforce needs with educational opportunities. The Task Force found a positive alignment between the online programs institutions provide and workforce needs, as well as a strong BOG and FCS program approval processes that require the use of workforce data for new academic programs. Through the sharing of effective practices and the expanded distribution of labor market statistics and FETPIP employment data, a tighter coupling between workforce needs and online programs can be achieved.

There were also related suggestions to ensure consistent practices among the institutions in their decisions for online programs. Recommendations related to effective practices for workforce needs are addressed in Recommendation #8 of this report.

Implementation Steps

DEO, the BOG, and the FCS would like to enhance existing efforts to align online programs with identified state economic development needs. Through the sharing of effective practices and increased distribution of labor market and employment data, an even tighter coupling between workforce needs and online programs may become possible.

The following steps are required to implement this recommendation.

*Task Force on Postsecondary Online Education in Florida****Step 1 – DEO, in collaboration with the BOG and FCS, should provide enhanced labor market data semiannually tailored to Florida's postsecondary needs.***

DEO's Bureau of Labor Market Statistics should work collaboratively with the BOG and FCS to provide enhanced State of Florida and regional labor statistics on jobs in demand to colleges and universities at least semiannually for their use in developing new market-based online degree programs. Data should consist of elements such as:

- Current and projected industry and occupational employment
- Online job ads by occupation
- Supply and demand ratios by occupation
- Wages by industry and occupation

Florida's postsecondary institutions should continue to use this enhanced data set in their program planning efforts. Labor statistics or other market demand indicators could be included as part of the university and college strategic, tactical, or work plans for their online learning programs. These plans could include a description of how new online programs are aligned with state and regional employment needs. If educational institutions do not have plans addressing online learning programs, they should be encouraged to develop such plans.

As part of this step, the BOG and FCS will need to identify the contact person within the institutional research unit of each university and college as well as the best data delivery method. This step will ensure the information is distributed to the appropriate program office and is available as online program decisions are made. The Bureau may also need to provide webinars or other support to increase the awareness of the data and their use as input for program and course decisions.

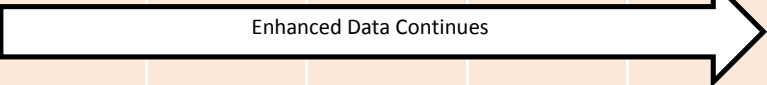
Step 2 – DEO, with the BOG and FCS, should pilot the use of enhanced labor statistics and adjust as needed.

DEO's Bureau of Labor Market Statistics, the BOG, and the FCS should conduct a pilot with a few select institutions to use labor data for program planning and to explore the use of FETPIP employment data. (Additional information on FETPIP data can be found in Recommendation #9.) This pilot should also determine data methods for institutions to use in applying labor statistics to identify online program needs, as well as determining if FETPIP workforce and enhanced employment data will be of value to the institutions. In turn, these pilot partnerships should improve data production, delivery, and use. Institutions that have volunteered to be part of the pilot project include Tallahassee Community College, St. Petersburg College, Palm Beach State College, and the University of South Florida.

Cost Benefit

The DEO Bureau of Labor Market Statistics can implement this recommendation as part of its ongoing data collection and analysis activities. The expected benefit is a tighter alignment of labor market statistics and use of these data by Florida's postsecondary institutions.

*Task Force on Postsecondary Online Education in Florida***Implementation Timeline**

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
DEO	Step 1 – DEO, in collaboration with the BOG and FCS, should provide enhanced labor market data semiannually tailored to Florida’s postsecondary needs.	Step 2 – DEO, with the BOG and FCS, should pilot the use of enhanced labor statistics and adjust as needed.					

*Task Force on Postsecondary Online Education in Florida***RECOMMENDATION #5 – DEVELOP AND DELIVER STATEWIDE FOR-CREDIT MOOCS**

The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish guidelines for competency-based evaluations of non-credit MOOCs.

Task Force Charge

The Task Force was charged with identifying “collaborative efforts related to Massive Open Online Courses (MOOCs)” and was subsequently asked to review CS/HB 7029 passed by the Florida Legislature. The Task Force explored identifying a strategy for the statewide development and delivery of for-credit MOOCs, the process by which MOOCs are developed and delivered, the standards to be used to ensure high-quality and consistency across Florida’s postsecondary system, the impact on existing curricula, and financial issues.

Current State and Research

As required by CS/HB 7029, beginning in the 2015-2016 school year the BOG and the SBE must adopt rules that enable students to earn academic credit for online courses, including MOOCs, prior to initial enrollment at a postsecondary institution. Chapter 2013-45 (SB 1514) significantly increases the cost to the school district for students dually enrolled in high school and a college or university. This legislation, when combined with CS/HB 7029, makes MOOCs a viable option for high school students seeking postsecondary credit.

MOOCs represent an alternative to traditional and online classes for students to acquire knowledge in particular subjects. Presently, universities are in the pilot phase of their efforts to offer MOOCs for credit and the Lumina Foundation is funding a two-year project to develop a common framework for what constitutes student learning so that it may be applied to assessing MOOCs.

In Florida, the University of Florida, the University of Central Florida, the University of West Florida, Florida International University, and St. Petersburg College are offering MOOCs and researching how the concept fits into the overall postsecondary online learning landscape.

- UF is delivering MOOCs through Coursera
- The University of Central Florida is offering lower-enrollment, interactive MOOCs through Canvas Network
- The University of West Florida and Florida International University (as well as several institutions across the United States) are developing a MOOC-2-Degree system in cooperation with Academic Partnerships as a strategy for adult learners to gain interest in pursuing graduate program activity
- Florida International University is offering a range of enrichment MOOCs in both English and Spanish

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- St. Petersburg College is delivering MOOCs for developmental courses that are being accessed by local high schools, current students, and the general public

Business Models

There are six business models higher education institutions are using or are planning to use for granting academic credits for MOOCs. The goal of the models is to attract new students to degree programs and to offer a lower tuition through MOOCs for credit.

Institutions Granting Credits for MOOCs Built by Home Institution - This model describes an institution granting credit for MOOCs that it develops in-house using the institution's course standards and degree program learning outcomes. Similar to the process of institution-to-institution transfer credits, students submit a request for their MOOC transcript or syllabus to be reviewed and considered by the home institution and complete a proctored exam to demonstrate their familiarity with the subject. The MOOC is offered at no cost to students who do not seek academic credit. When a student does put in a request for credit review of the MOOC, the student pays a fee much lower than regular tuition. The State of Georgia has this business model in place and many universities are considering implementation, such as Cleveland State University, Lamar University, Utah State University, University of Arkansas, University of Cincinnati, and University of Texas at Arlington.

- ***Advantages*** - Because the MOOC is less expensive to students, more accessible, and requires only a basic fee for credit review requests, it may lead to new enrollments. Such students may not have otherwise enrolled without the MOOC option for additional credit courses, academic degrees, or certificates.
- ***Disadvantages*** - The MOOC still has to be funded, built, and hosted by the home institution.

Institutions Granting Credits for MOOCs Built by Other Institutions or MOOC Providers - This model is similar to the model described above, with the addition that the home university also reviews and considers granting credit for MOOCs offered by other institutions or commercial MOOC providers (i.e., Coursera, Udacity, and EdX). A student will still submit a request for the MOOC transcript or syllabus to be reviewed and considered for credit and will be required to take a proctored exam at the home institution. The fee will remain lower than regular tuition at the home institution conducting the review. The American Council on Education (ACE) operates a credit-recommendation service that evaluates individual MOOCs built by various institutions. If a MOOC passes ACE's evaluation, ACE notifies its 1,800 members that ACE approves the MOOC as credit. However, it is still up to the individual institution to grant credit for a MOOC. Currently, only five MOOCs have been recommended by ACE for academic credit. Currently, San Jose State and Colorado State University Global Campus are considering or have implemented this model collaborating with Udacity.

- ***Advantages*** - The home institution does not have to fund, build, and host the MOOC. The ability to submit requests for transfer MOOCs to be reviewed for and granted credit at the home institution may incentivize new students who will not have otherwise enrolled without the MOOC option into academic degrees.

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- **Disadvantages** - Students will have less contact with the faculty of the home institution. The course content may lose some intellectual coherence with the remainder of the degree curriculum if not created by the faculty at the home institution.

Institutions Offering the First Course of a Degree Program as a MOOC - This model describes an institution offering the first course of a degree program as a MOOC. The student is granted credit for this MOOC and does not have to pay for the MOOC, even after continuing to the other non-MOOC courses of the degree program. The “free trial” concept is based on the premise that revenues will be generated from students who complete the entire degree who will not have otherwise enrolled without the MOOC serving as a first course option. The University of Cincinnati and Academic partnerships through its partner institutions currently have this model in place.

- **Advantages** - Students who have not made the decision to enroll in a program may be strongly incentivized to join knowing that the first course is free. The rest of the selling features (student experience, collaboration, and interaction) have to come into play during the first term in order for students to continue to pursue the degree.
- **Disadvantages** - The MOOC has to be funded, built, and hosted by the home institution using its course standards and degree program learning outcomes, but the home institution receives no tuition for this MOOC’s credits.

Institutions Licensing MOOCs From Other Institutions Through Coursera - Coursera (the licensor) licenses MOOCs from another university to the home university (the licensee) to be used in a degree program. Students pay the home institution a fee lower than regular tuition. The MOOC will still have branding from the institution that developed the course, but is offered as one of the home institution’s online options. The MOOC still maintains its assigned professor from the original institution, but the home institution provides students a faculty member or instructor who serves as an additional study advisor to discuss material and assign supplementary material. Antioch University, which is currently partnered with Coursera, assigns 20 students to one supplementary faculty member or instructor. From students who enroll in the MOOCs at the home university, Coursera receives between 6 and 15 percent, and the institution and professor of the MOOC receive about 20 percent of gross profits. The State University of New York participates in this model for its most popular undergraduate general education courses.

- **Advantages** - The home institution does not have to fund, build, and host the MOOC. The home institution is able to leverage the reputation of the institution that created it (in the case where the MOOC is from a prominent institution).
- **Disadvantages** - Using a MOOC created by another institution does nothing to enhance the relationship between students and faculty at the home institution.

Institutions Partnering with Corporations and Udacity - This model describes a home institution collaborating with a workforce entity and Udacity to offer specific degree programs, which prepare professionals for the specific industry through MOOC-style courses. Students complete a proctored exam at the end of each MOOC at a proctoring center (not necessarily on-campus at the home institution). Students pay for the MOOC-style courses at a lower cost than the regular tuition. The

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workforce entity helps fund the building and hosting of the MOOCs. Revenues from the tuition are distributed among the home institution, the business entity that was chosen to partner, and Udacity. Georgia Institute of Technology collaborated with AT&T and Udacity to offer a Master's in Computer Science. AT&T contributed \$2 million to launch the degree. AT&T hopes this degree will prepare more workers in the industry and hopes to target AT&T employees and nonemployees. Georgia Tech and Udacity will share the profits (and losses) 60%/40%, respectively.

- **Advantages** - This partnership model is especially attractive to organizations in industries lacking a workforce with the necessary skillset or education. The business funds the development of the MOOCs using the Udacity platforms, which decreases costs for the home institution because it is able to benefit from Udacity's hosting scalability.
- **Disadvantages** - There is less instructional revenue for the home institution to reinvest in faculty and student support services (however, in the end, the smaller profit may be offset by a larger student and alumni base which may bring additional growth opportunities to the home university).

Developmental MOOCs

Completion rates for postsecondary education students taking remedial education courses fall below state and national goals. As stated in Complete College America, there is a documented need "to accelerate mastery of college-ready skills, completion of gateway courses, and enrollment into programs of study." The importance of improving student accessibility and success when placed in precollege courses has become crucial to the State of Florida's goals for college completion rates.

Designing MOOCs that incorporate Florida's College System Competencies promotes the skills necessary for students to earn postsecondary degrees. Developmental MOOCs will add value to a larger student population of learners than can be reached with current methods. These include the following:

- Currently enrolled college students who enroll in MOOCs for increased study and supplemental resources
- Prospective students pursuing a degree who enroll in MOOCs to complete required developmental education course(s)

Additionally, developmental MOOCs deliver cost saving opportunities for high schools and institutions that leverage the ready-made professional quality courses.

Broward College was recently awarded a \$300,000 grant from the DOE to fund the development of massive open online courses in foundational subjects. Broward College's proposal, supported by College Access Challenge Grant funds, uses a competency-based approach to instructional design that assesses students' abilities and helps them focus their time and energy on areas that need the most attention. This self-paced approach drives an effective, time-efficient pathway to success for students seeking to boost their reading, writing, or math skills. This MOOC will be provided for use by the entire state, and will be unique in its use of game-based learning activities.

*Task Force on Postsecondary Online Education in Florida***Need**

Many Florida institutions are offering MOOCs, but few offer credit, and there is no centralized statewide effort. MOOCs are fast becoming a method for students to advance their learning and knowledge. Florida's higher education institutions would like to identify and develop a set of for-credit MOOCs for statewide use that incorporate effective practices, competency-based assessments, and support the requirements of CS/HB 7029, which was enacted during the 2013 legislative session.

Implementation Steps

Under the leadership of the BOG, and in cooperation with the FCS, a lead institution(s) should be selected to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and competency-based evaluations. Additional one-time and potentially recurring legislative funding will be required for this initiative and for ongoing statewide marketing efforts.

The following steps are required to implement this recommendation.

Step 1 - The BOG should approve an amendment to its LBR to submit to the 2014 Legislature for initial startup funding for statewide coordination and a pilot program of for-credit MOOCs.

For consideration by the BOG at its January 2014 meeting, BOG staff, in cooperation with FCS staff, should develop an LBR amendment for initial MOOC startup funding for statewide coordination and a pilot program. If approved by the BOG, the amendment will be submitted to the 2014 Legislature for its consideration. This LBR amendment should detail the cost for first year startup activities, such as development of a Request for Proposals (RFP) to select a lead institution(s), the implementation of a pilot program, the establishment of a statewide working group to develop a detailed strategy and workplan, and the development of draft regulations.

Step 2 - The BOG should select a lead institution(s) using a competitive procurement process.

The BOG staff should develop an RFP to select a lead institution(s) to lead the statewide effort for MOOCs. If possible, this RFP should be ready for release on July 1, 2014, or sooner if feasible.

Step 3 - In cooperation with the BOG, the lead institution(s) should conduct the pilot program and develop a detailed strategy and LBR for the delivery of MOOCs statewide.

Once selected, the lead institution(s) should conduct the pilot program. At the same time, the institution should configure a statewide working group to develop a statewide MOOC strategy, including a marketing strategy. The working group should consist of staff from the SUS and FCS academic officers. The working group should develop strategies for the following items:

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- How to address each element outlined in CS/HB 7029 as it relates to MOOC delivery?
- How should MOOCs for credit be provided and supported within the SACS accreditation framework?
- What is needed for MOOCs to be supported as part of Florida's common course numbering and articulation processes?
- How will MOOCs be supported during a students' transfer to another institution?
- What MOOCs should be offered statewide? The lead institution(s) should take into consideration that the expansion of MOOCs will require system-level support and should include the selection of high-demand courses that may include developmental, career readiness courses, and enrichment courses.
- Who should develop the MOOCs? What MOOC course development guidelines are necessary to ensure the use of effective practices and a standardized course environment?
- What MOOCs are already developed that can allow Florida to begin offering MOOCs as soon as possible?
- How should MOOCs be delivered and via what technology platform? Possible platforms include leveraging an existing SUS and FCS LMS tool or implementing a common platform (like the new Open edX platform to be developed by Google and EdX).
- How should posttests be administered (evaluation methods should be uniform across the SUS and FCS systems), as well as:
 - How to certify student performance on learning outcomes after completing a MOOC?
 - How to authenticate student identity (e.g., automated essay grading tool introduced by EdX; proctored exams)?
- A method for students to be able to verify having completed the MOOC, such as badges or certificates.
- What type of marketing campaign will best meet statewide needs?
- If the statewide MOOCs should be coupled or linked to the common marketplace (Recommendation #2).

For these efforts, the lead institution(s) should work closely with the proposed Online Learning Research Advisory Committee as outlined in Recommendation #1.

These efforts should result in a pilot program as well as a strategy and 2015 LBR request for statewide implementation efforts. The BOG, in collaboration with the lead institution(s), should review the LBR and MOOC strategy with the appropriate statewide leadership groups as part of the state's normal budgeting process.

Step 4 - The BOG, in collaboration with the lead institution(s), should develop the draft regulations required for a) proposed tuition that students should pay to receive credit for MOOCs and b) the process for awarding students credit for MOOCs.

Concurrent with the lead institution's efforts, the BOG should begin development of draft regulations required to award credits to students completing MOOCs prior to admissions and to standardize the

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tuition for MOOCs. The Task Force suggested the following guidelines for the development of required regulations:

- MOOC must be built by an SUS or FCS institution or must be approved by ACE as eligible for credit
- MOOC is associated with a lower division course
- Student must obtain certification of completion for the MOOC and complete assessment(s) approved by the home institution granting credit

Step 5 - The BOG should seek 2015 legislative funding (i.e., one-time and/or recurring) for full statewide implementation of MOOCs.

The LBR should include the projected number of MOOCs to be developed, approximate cost to develop, and associated delivery and student support infrastructure. The BOG should request funding from the 2015 Legislature to implement the approved strategy and to obtain required approvals for a common MOOC tuition.

Step 6 - The lead institution(s) should begin implementing the statewide MOOC strategy.

The lead institution(s) should conduct the following steps for statewide implementation.

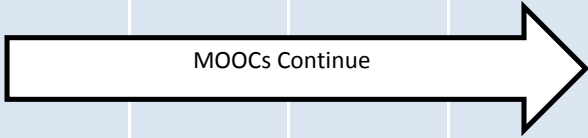
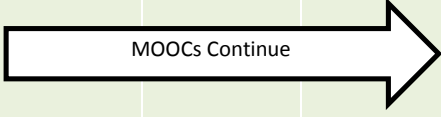
- Assist the BOG in determining which SUS or FCS institutions should be funded to develop which MOOCs
- Create development teams working in collaboration with a supplemental media development team to support high-end MOOCs
- Coordinate or provide the MOOC delivery mechanisms
- Implement consistent processes for delivery
- Develop necessary student support infrastructure

The goal is to have for-credit MOOCs in place by the fall 2015 semester.

Cost Benefit

Offering for-credit MOOCs will require startup funding for the development of courses, for the infrastructure to support their delivery, and for a statewide marketing campaign. These costs should be offset in future years through registration fees and tuition. Providing MOOCs in Florida through the postsecondary system will enable Floridians to take courses that are offered using quality standards and assessments and with the possibility of receiving credit for the course from a postsecondary institution. MOOCs offered through state institutions of higher education can be a cost-effective way for Florida high school students to obtain instruction that can later be validated for credit through examination or other competency-based measures envisioned by CS/HB 7029.

*Task Force on Postsecondary Online Education in Florida***Implementation Timeline**

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)	Step 1 – The BOG should approve an amendment to its LBR to submit to the 2014 Legislature for initial startup funding for statewide coordination and a pilot program of for-credit MOOCs.	<p>Step 2 – The BOG should select a lead institution(s) using a competitive procurement process.</p> <p>Step 4 – The BOG, in collaboration with the lead institution(s), should develop the draft regulations required for a) proposed tuition that students should pay to receive credit for MOOCs and b) the process for awarding students credit for MOOCs.</p>	Step 5 – The BOG should seek 2015 legislative funding (i.e., one-time and/or recurring) for full statewide implementation of MOOCs.	MOOCs Continue 			
Lead Institution(s)		Step 3 – In cooperation with the BOG, the lead institution(s) should conduct the pilot program and develop a detailed strategy and LBR for the delivery of MOOCs statewide.		Step 6 – The lead institution(s) should begin implementing the statewide MOOC strategy.	MOOCs Continue 		

*Task Force on Postsecondary Online Education in Florida***RECOMMENDATION #6 – ENHANCE AND EXPAND THE ONLINE LEARNING RESOURCES REPOSITORY**

FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use.

Task Force Charge

The Task Force was charged with exploring the “development and expanded use of eTextbooks and other electronic materials.” The Task Force defined this topic as the creation of guidelines for the selection of electronic materials, as well as an upgrade of Florida’s central repository to allow for the statewide sharing of eTextbooks, eResources, and learning objects to lower the cost of course development and the cost of materials for students.

Current State and Research

Section 1004.085, F.S., “Textbook Affordability,” and BOG’s Regulation 8.003, “Textbook Adoption,” provide guidelines for the adoption of textbooks and course materials that are affordable to students in Florida’s postsecondary institutions. Historically, initiatives to expand the use of eTextbooks and other electronic educational resources were hindered by the availability of materials and technologies to support their use.

Open Educational Resources

Open educational resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Open educational resources came to the attention of the public in 2000 when the Massachusetts Institute of Technology published core course content online, making it freely available worldwide. Creative Commons, established in 2001, introduced a set of alternative copyright licenses for resource sharing in 2002. By 2009, there were an estimated 350 million works licensed under Creative Commons.

In recent years, the demand for electronic educational materials has increased along with the availability of free and licensed materials. The Task Force found that electronic educational materials are now available through many online projects that offer free or affordable eTexts, full eTextbooks, eResources, and various learning objects for both the student and the instructor. However, many of the free resources are not robust and comprehensive enough to be widely used. Many commercial publishers also offer electronic versions of textbooks, often with a plethora of accompanying electronic materials.

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National models can enable Florida to expand its existing knowledge and expertise in the development and distribution of high quality and peer-reviewed course material at no or reduced cost for students. Florida could also follow the example of other states (e.g., the Kaleidoscope project, a consortium of community colleges and four-year schools from California to New York) and identify ways to address the high cost of textbooks through bulk licensing of commercial digital textbooks and resources combined with open electronic materials.

National services that were explored are illustrated below.

Online Projects	Offerings
OpenStax College	eTextbooks
Connexions	eTexts, eResources, Learning Modules
Community College Consortium for Open Educational Resources	eTextbooks
Open Educational Resources Commons	Learning Objects, eTexts, eTextbooks, eResources
Project Gutenberg	eBooks, eTextbooks
MERLOT	eResources, eTextbooks
The Orange Grove	eTextbooks, Learning Objects
Indiana University eTexts	eTextbooks

Open eTextbooks

Adopting open eTextbooks poses challenges such as how to evaluate the materials to identify those that best address curriculum standards and student learning outcomes. Also, many institutions that have supported faculty development of open eTextbooks for students use (at a lower cost) are abandoning their efforts because they are not financially sustainable or the faculty members stopped using the eTextbooks for their courses. The adoption of open eTextbooks is also sometimes hindered by potential faculty resistance, lack of awareness, competition from commercial publishers, identification of materials, and sustainability.

Conversely, open eTextbooks can provide lower cost materials for students. FLVC's Open Access Textbooks Project resulted in the report *2012 Promise of Open Access Textbooks: A Model for Success (Revised Edition)*. The report provides an overview of the development and use of open textbooks in Florida and lists resources for authoring and editing open texts. For two consecutive years, the grant also supported statewide research on student and faculty perceptions and use of open resources, commercial print and digital textbooks, and learning resources. The Open Access Textbook Project found that over half of the students reported not having financial aid that will cover textbook costs and 63% of the students reported they did not purchase the required textbook because of the cost. Almost one-fourth reported doing without a textbook frequently (23%).

Some institutions are opting to license publisher-created content. Indiana University, for example, has collaborated with commercial publishers to provide students around the state with digital textbooks. The Indiana University pilot program found that only 12% of students chose to purchase

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a paper copy and the lower cost of an eTextbook was considered the most important factor by students who purchased them. Recommendations from the pilot were to:

- Consider plans for optimal procurement and distribution
- Factor in the role of open electronic resources
- Obtain volume pricing with commercial publishers
- Ensure accessibility for users with disabilities and usability on multiple devices and platforms

The Task Force research shows that eTextbooks are often more affordable for students and students often prefer them to printed textbooks. In Florida, the use of open and commercial eTextbooks should be further investigated and considered for reducing student and institutional costs of instructional materials.

The Orange Grove

In Florida, FLVC supports The Orange Grove, which is a statewide digital repository for electronic materials, including open textbooks, learning objects, administrative and professional development documents, and statewide licensed instructional resources for higher education. Faculty, researchers, and institutions can search, use, remix, contribute to, comment on, and rate any of the items in the repository. Alternatively, a user can search for items, have access to, and use harvested resources. The Orange Grove repository can also be integrated with a variety of campus-based learning management systems. The Orange Grove is a model resource recognized around the country. However, The Orange Grove has never been funded as needed to ensure the quality of resources it contains, address accessibility and usability issues, promote its use statewide, perform needed technology updates, or adapt it for use with federated identity management. In addition to The Orange Grove, several Florida institutions have developed their own electronic resource repositories, including the University of Central Florida's Obojobo, which received the 2013 WICHE Cooperative for Educational Technologies Outstanding Work award.

Standards

Standards are also emerging for the selection and use of open electronic materials. The Task Force reviewed guidelines set forth by the College Open Textbooks Collaborative (COTC). The Saylor Foundation, a nonprofit organization dedicated to free and open education, adapted the COTC criteria for the evaluation of open access texts. Materials are peer-reviewed on a scale of 1 to 5, with comments on strengths and weaknesses.

Need

An expanded learning resources repository and guidelines for the use and selection of electronic learning materials can reduce the cost of course materials for Florida's online learners. The postsecondary institutions desire statewide guidelines to make better-informed decisions for adopting eTextbooks and other electronic materials to help drive down the cost of instructional materials.

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Statewide efforts on the use of global content and guidelines on how it can be reused, mixed, altered, and adapted to meet local needs of the institutions will increase the use of quality open resource materials. An improved statewide learning resources repository to provide electronic materials for students and faculty at an affordable cost will facilitate these efforts.

Implementation Steps

FLVC, in collaboration with its Members Councils, should define standards for the selection and adoption of electronic resources as described in this report to increase their use in Florida. The role of the two Members Councils could include:

- Members Council on Library Services – provide expertise on the selection of electronic library resources and identify effective practices for metadata tagging to help students and faculty find and select from the resources available to them
- Members Council on Distance Learning and Student Services - provide expertise on the integration of electronic resources into online courses and programs

In addition, FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use. These two activities are aimed at increasing the use of electronic materials (both open and commercially available) and to lower the cost of instructional materials.

Although additional one-time and potentially recurring legislative funding will be required for this effort, long-term cost savings will be attained by the state through resource sharing and reducing the unit cost of educational materials.

The following steps are required to implement this recommendation.

Step 1 - FLVC should establish a working group under its two Members Councils to guide statewide electronic resource efforts.

This working group should be tasked with the following activities and develop related guidelines and recommendations. For research-based input into its activities, the working group should request any existing research identified by the Online Research Advisory Committee (Recommendation #1), as well as recommendations from the Members Council on Library Services. After any guidelines are developed, FLVC should publish and disseminate the guidelines, preferably under the effective practice portal as proposed in Recommendation #8.

- ***Task 1 - Develop statewide guidelines for reusable learning object development.***

The working group should develop a set of statewide guidelines for institutions wishing to adopt or implement reusable learning objects. Electronic reusable learning objects should include content, practice, and assessment components. These components should be part of any learning objects that are developed or collected, and learning objects should be designed such that they may be used flexibly in part or whole as needed. A structure for evaluating

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the quality and utility of learning objects may be adapted from existing rubrics or a review and rating process may be developed. A potential tool for evaluating learning objectives should include:

- Degree of alignment to standards
 - Content accuracy, consistency, and currency
 - Quality, clarity, and readability of written text
 - Quality of content, practice, and assessment components
 - Technological interactivity and learner feedback
 - Accessibility for users with disabilities and usability across platforms
- *Task 2 - Develop standard frameworks to use in the evaluation of electronic textbooks.*

The working group should develop standard frameworks for use in the evaluation of electronic textbooks. This review should include examining current research and trends on the creation of eTextbooks by public and commercial entities, as well as students' use of eTextbooks. Whether open access or produced by a commercial publisher, eTexts should be evaluated using a common framework or guidelines. A tool for evaluating eTextbooks should include the items listed in Task 1.

- *Task 3 - Develop standard frameworks to use in the evaluation of electronic instructional resources.*

The working group should develop standard frameworks for use in the evaluation of other open and commercial electronic instructional resources. A tool for evaluating online resources should include the items listed in Task 1. A framework could be adapted from the COTC and Saylor Foundation criteria, which are based on American Library Association guidelines. A peer-review process akin to the MERLOT model may also be considered within, or across, institutions.

- *Task 4 - Conduct additional investigation into adoption of online-based commercial publications.*

The working group should conduct additional investigation into how to adopt and implement commercially published eTextbooks, including what legislative action may be needed to support implementation efforts and what funding models or fee schedules should be implemented. The working group should consider if a formal statewide initiative will benefit students who would ordinarily opt out of purchasing a book. The working group should also:

- Explore Indiana University's pilot partnership with commercial publishers because the eTexts @ IU initiative could be a model for the implementation of commercially produced electronic textbooks in Florida

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- Consider the possibility of negotiating or coordinating statewide contracts with one or more publishers of eTextbooks; research on this topic should be conducted in conjunction with any statewide pilot implementation
- Examine the efforts of FLVC's eTextbook Licensing Workgroup
- Explore key questions and issues identified by the Task Force, such as:
 - ✓ The potential for eTextbook or open textbook fees
 - ✓ The role of campus bookstores in licensing and distribution
 - ✓ The issue of bookstore non-compete clauses and their potential for limitations on statewide licensing of digital resources
 - ✓ The potential role of FLVC in negotiating statewide licensing of eTextbooks and instructional resources for Florida's public higher education institutions

Step 2 - FLVC should update Florida's learning resources repository to increase its accessibility and use.

Florida's The Orange Grove initiative, as well as electronic resource trends throughout the United States, demonstrate the need for a statewide repository for quality, reusable electronic materials for open use across institutions. Continuation of such a statewide repository promotes cross-institution collaboration and sharing, and can reduce the cost of course materials for students. Today, The Orange Grove currently supports this need. However, the management, updating, maintenance, and funding of the repository have not kept pace with the need. Florida's repository needs updating technologically, and issues such as funding, quality assurance of included resources, accessibility and usability, and promotion for statewide faculty need to occur. Currently, it is difficult for users to identify and locate resources and there is a lack of adequate resources to support the repository efforts.

Therefore, FLVC should select two lead institutions (one from the university system and one from the college system) to collaborate with its staff in defining how the statewide repository for electronic resources should be adapted and changed in light of current postsecondary needs and changes in technology. The focus on the new repository should be to address state-level educational and workforce needs and to identify where efficiencies can be gained through sharing. This should include high-demand courses or program recommendations by the BOG's Commission on Access and Educational Attainment.

This working group should examine the following strategic questions:

- What is the purpose and scope of Florida's online repository?
- Should the current technology supporting The Orange Grove continue to be used? Is there a better product on the market to support this effort? Alternatively, should the repository be incorporated into FLVC's future integrated library system?
- How should information be placed into the repository for most effective use by faculty and potentially students?
- Should a peer review of materials be considered?

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- How should electronic materials be collected and evaluated prior to their addition in the statewide repository?
- What budget and timeline is required to make the desired changes to the online repository or to incorporate it effectively into the future integrated library system?
- What is the funding required to support the repository as needed to attain statewide efforts?
- What are the respective roles of FLVC and the institutions in coordinating statewide licensing of commercial, digital, instructional resources?
- Is legislation needed to require institutions and faculty that receive state grants for developing instructional materials to place them in the repository?

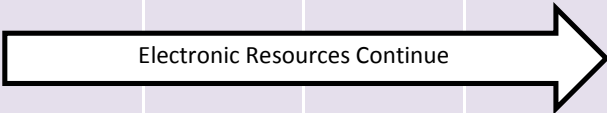
Based on these questions, FLVC should develop a one-time and/or recurring LBR or identify an alternative funding mechanism to update or replace the repository. Once funding is available, implementation should begin.

Cost Benefit

Initial funding will be required for planning, work group, and standardization activities. However, these costs should be offset by statewide gains through an increased use of open and licensed electronic resources focused on lower student and institutional costs.

A statewide repository to support the sharing of eTextbooks, eResources, and learning objects may require one-time and potentially recurring legislative funding depending on the approach selected, but these investments should lower the cost of course development and student material costs. Shareable statewide materials will provide faculty access to more value-added content, affordable or no-cost online resources, and other high-quality educational resources.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC	Step 1 – FLVC should establish a working group under its two Members Councils to guide statewide electronic resource efforts.		Step 2 – FLVC should update Florida's learning resources repository to increase its accessibility and use.				

*Task Force on Postsecondary Online Education in Florida***RECOMMENDATION #7 – PROVIDE STATEWIDE FACULTY DEVELOPMENT CENTER(S) FOR ONLINE LEARNING**

The BOG and the FCS should select one or more lead institution(s) to develop and implement statewide faculty and administrator development services for online education, using a train-the-trainer approach.

Task Force Charge

The Task Force was charged with exploring “providing faculty support services.” The Task Force defined faculty as all faculty members (regardless of rank) who teach in an online environment.

Current State and Research

As part of the research for faculty services, several national models stood out as providing innovative faculty services, including Open State University of New York (SUNY), UMass Online, Illinois Online Network, Pennsylvania State System of Higher Education (PASSHE), and Online@UCF. Detailed research on these models is located in Recommendation #8 – Create an Effective Practices Repository.

State systems and individual institutions across the country frequently offer faculty development as a component of the overall online learning initiative. Each system or individual institution’s model is unique to the resources allocated to that institution, the level of emphasis placed on online learning, and the capabilities expected of faculty members. Many states have a centralized entity whether housed in a state office or through a designated institution to coordinate online learning statewide. System-level efforts such as these encourage collaboration, efficiency, and clear outcomes in the area of faculty development.

The National Center for Academic Transformation (NCAT) has been studying faculty support services for many years. NCAT has successfully worked with institutions across the United States to make better use of the most expensive cost of a course, the faculty member. Most of the work done by NCAT has emphasized the on-campus or blended model with high-enrollment general studies courses. Significant cost savings have been achieved across participating institutions while also increasing quality as measured by reduction in drops, failures, and withdrawals; improved course retention; and a comparison of overall student learning outcomes across sections (participants in redesign compared to nonparticipants). Although much of the work with NCAT was not focused on online education, the lessons learned can be applied to online learning. Where disaggregating of faculty functions is successful, significant coaching is available for students, assessments are not given by the instructor but by a distinct evaluator, and students move through in a more self-paced manner.

In Florida, many institutions have excellent faculty development programs for online learning. For example, UCF stands out as providing high-quality faculty support services, through its Online@UCF program. Online@UCF provides faculty support services through ongoing, award

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winning faculty training. Much of this training has been available for faculty for over 16 years, and UCF has been recognized as an international leader in online learning and professional development. The UCF model provides focused training and significant instructional design and media support while measuring metrics of quality, satisfaction, and success for each online offering. UCF also received a Next Generation Learning Challenge grant along with the American Association of Colleges and Universities to support the development and implementation of the Blended Learning Toolkit to support effective practices and training. This model provided free and open resources to anyone interested in blended learning as well as direct training with partner institutions.

UCF offers a comprehensive suite of faculty development programs that address a variety of instructional contexts as depicted in the table below.

- Designing and delivering original online and blended courses (IDL6543)
- Delivering already-developed online and blended courses (ADL5000)
- Designing and delivering original video lecture capture courses (IDV Essentials)
- Web-enhancing traditional face-to-face courses (Essentials of Webcourses@UCF)

Web Essentials	IDV Essentials	ADL5000	IDL6543
Available to teach "Web-enhanced" Face-to-face	Required to teach lecture-capture/ video streaming course	Required to teach existing online/blended course	Required to design and teach original online/blended course (\$ stipend)
Technology Focus	Design and Delivery Focus	Pedagogy, Logistics, Technology Focus	Deeper Design, Delivery, and Teaching Focus
5 hrs	8 hrs	35 hrs	80 hrs

In addition, UCF provides a wide range of continuous and ad hoc faculty development, including:

- Faculty seminars in online teaching
- Open labs and workshops
- The teaching online pedagogical repository
- The blended learning toolkit
- Special topics sessions

Staff from UCF's Center for Distributed Learning are often recognized as experts in online faculty development in conferences and during benchmarking visits from institutions both in the United States and from around the world. UCF staff members are frequently engaged as expert consultants on online faculty development topics for other domestic and international colleges and universities.

*Task Force on Postsecondary Online Education in Florida***Need**

Many other states have successfully implemented faculty development services through a centralized approach. Florida should consider following other states' examples to attain cost savings by developing and delivering postsecondary faculty and administrator development services for online learning through a centralized approach and a train-the-trainer model.

Implementation Steps

The BOG and the FCS should jointly select one or more lead institution(s) to develop and implement statewide faculty development services for online education using a train-the-trainer approach. In this model, the selected institution(s) will focus its efforts on training key faculty training leaders and administrators on effective and proven ways to teach online learning. Institutions will be able to opt-in to these services as desired. One-time and potentially recurring legislative funding will be required for this initiative.

The following steps are required to implement this recommendation.

Step 1 - The BOG and the FCS should jointly select a lead institution(s) using a competitive procurement process.

The BOG and the FCS should jointly develop an RFP to select a lead institution(s) to lead the statewide effort for faculty and administrator development using a train-the-trainer approach.

Step 2 - In cooperation with the BOG and the FCS, the lead institution(s) should develop a detailed strategy and LBR for the delivery of statewide professional development services.

The selected lead institution(s), in cooperation with the BOG and the FCS, should define the role, responsibilities, timeline, and cost for statewide delivery of faculty and administrator development for Florida's universities and colleges using a train-the-trainer approach. The lead institution(s) should work closely with the proposed Online Learning Research Advisory Committee as outlined in Recommendation #1.

These planning efforts should result in a strategy and 2015 LBR request for implementation funding. The BOG and the FCS, in collaboration with the lead institution(s), should review the LBR and strategy for increased train-the-trainer faculty and administrator development for online learning with the appropriate statewide leadership groups as part of the state's normal budgeting process.

Step 3 - The BOG and the FCS should seek 2015 legislative funding (i.e., one-time and/or recurring) for the statewide faculty development for online learning initiative.

The BOG and the FCS should request one-time and/or recurring funding from the 2015 Legislature to implement statewide train-the-trainer faculty and administrator development for online learning.

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Step 4 - The lead institution(s) should begin providing statewide train-the trainer services for faculty and administrator development for online learning.



The lead institution(s) should begin implementation of statewide train-the-trainer faculty and administrator development services. The lead institution(s) will then manage statewide train-the-trainer services that could include tangible recognition for completion (certificates, badges, completion letters for annual evaluation, etc.) through both online and site-based activity. The lead institution(s) should also leverage existing online professional development materials created by other institutions to place in an effective practices repository.

This strategy will not be appropriate for all online courses and programs in Florida. However, it is worth investigating as a way to reduce costs and to increase student retention and completion.

Cost Benefit

Coordinating and providing statewide train-the-trainer faculty and administrator development services for online learning will require startup funding for organization and infrastructure activities. These costs could be offset in future years through the exploration of cost recovery models. By centralizing these services, the State of Florida can attain cost savings over time.

*Task Force on Postsecondary Online Education in Florida***Implementation Timeline**

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG (in collaboration with FCS)	Step 1 – The BOG and the FCS should jointly select a lead institution(s) using a competitive procurement process.		Step 3 – The BOG and the FCS should seek 2015 legislative funding (i.e., one-time and/or recurring) for the statewide faculty development for online learning initiative.	Faculty Development Continues 			
Lead Institution(s)		Step 2 – In cooperation with the BOG and the FCS, the lead institution(s) should develop a detailed strategy and LBR for the delivery of statewide professional development services.		Step 4 – The lead institution should begin providing statewide services for faculty and administrator development for online learning using a train-the-trainer approach	Faculty Development Continues 		

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RECOMMENDATION #8 – CREATE AN EFFECTIVE PRACTICES REPOSITORY

FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, faculty services, faculty collaboration, and workforce needs to support the advancement of online learning statewide.

Task Force Charge

The Task Force was charged with exploring “best practices that will lead to quality credit and noncredit programs” and “sharing information and resources.” These topics were considered along multiple dimensions, including student services, academic affairs, faculty services, faculty collaboration, and workforce needs. In addition, the Task Force elected to use the term “effective practices” rather than “best practices” in recognition that there are many alternative solutions, not just one considered “best.”

Current State and Research

Technology Tools to Facilitate Sharing

The charge to “share information and resources” was interpreted by the Task Force as the mechanisms that should be established to ensure dissemination of information and resources for statewide effective practices in online learning across key stakeholders.

To investigate and research potential solutions for the distribution of resources and information, the Task Force developed a matrix of popular resource-sharing tools. This matrix was distributed to members of Florida’s online learning community to collect information on their use of the potential tools. Individuals with experience in online learning programs at private not-for-profit universities, public universities, for-profit four-year universities, and career colleges provided feedback. Results were collected and summarized.

Additional discussions occurred with FLVC on its current and intended tools for information dissemination. FLVC indicated it had in place an internally developed website and is upgrading to a new content management system (Liferay). In addition to supporting numerous transactions, Liferay offers a robust permission structure that provides for interaction at a variety of levels and through different methods (e.g., official notices, informal discussions, and wikis).

In summary, to provide statewide cost efficiencies through shared knowledge, a central location and repository for effective practices should be created by FLVC.

Student Services

The charge to “provide student support services in a collaborative, cost-efficient manner” included identifying those services specifically geared toward entry and matriculation of online students,

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including, but not limited to orientation, registration, advisement, and academic support (tutoring, library services) for students enrolled in online programs.

The sharing of institutional information on school websites has become the standard for students to obtain knowledge of programs, services, and the academic offerings of the respective institutions. Student services readily fit into this model, including admissions, financial aid, housing, orientation, etc. These online services were originally created to serve traditional on-campus students, but can readily be extended to serve online students. These student services tend to be unique to each institution.

Student services can be more challenging in an online learning environment because of the perceived need for high levels of interpersonal contact between students and staff. Counseling, academic advising, healthcare, and other services have struggled with how best to provide services to the online learner. Recreation, student organization support, services for students with disabilities, and similar areas have yet to offer substantial online services. Interaction with students in an advising or mentoring context for online learning still presents a substantial challenge that has not been resolved in a cost-effective or scalable manner.

For institutions with strong commitments to online learners, some online support services exist such as new student orientation, tutoring using video and podcasts, and career development modules. These services are often embedded in eLearning platforms for maximum exposure to both online and on-campus students. However, in Florida, these student services for the online learner are being added at individual institutions without consideration for sharing across Florida's postsecondary systems. The only example of collaborative student support services identified in Florida was a loosely configured consortium comprised of SUS career centers that share a group license for MyPlan software.

Furthermore, at the state level there is minimal coordination and collaboration of student services for online learning through FLVC. Even though FLVC has a Members Council on Distance Learning and Student Services, there are only a few student services professionals represented.

Thus, little collaboration is evident in Florida among the universities and colleges for coordinated efforts in student services for the online learner. While the Task Force members indicated that the primary responsibility for student services for the online learner should remain with the student's "home institution," it was also generally recognized that collaboration and identification of effective practices were needed.

In summary, to begin a dialog on the need for common statewide student services, cross-institutional communication and sharing should occur. Once the communication begins, Florida's higher education delivery systems should decide what student services could be delivered statewide for the online learner (if any). Discussions should also include how student services should be offered to support the Task Force's recommendation for the development of a common online marketplace (Recommendation #2).

*Task Force on Postsecondary Online Education in Florida***Faculty Services**

The charge to “provide faculty support services” focused on identifying effective practices in faculty services, specifically related to faculty teaching load, use of contract faculty and adjuncts, and new models for instruction in online programs.

When investigating this topic, considerations included identifying strategies used across institutions, establishing collaboration facilities, and a focus on students (e.g., all effective practices must have the students’ interests at their core). The topics included:

- All faculty (regardless of rank) training, incentives, and intellectual property issues associated with course development
- New models to reduce costs without reducing instructional quality, which may include disaggregating the tasks associated with a course, looking at wraparound services to support courses, coaching, mentoring, etc.

The Task Force discovered that state systems and individual institutions across the country offer faculty development services and support as a component of the overall online learning initiative. Faculty support services may include professional development, resource sharing, free or reduced-cost use of electronic resources, development of policies that affect faculty load, course quality, intellectual property, adjunct usage, and use of models that disaggregate the role of the faculty member.

Each individual institution’s model is often unique to the institution and varies on the emphasis in online learning. Many states have a centralized entity, whether housed at the state level or through a designated institution, to coordinate statewide faculty online services.

Across the spectrum of U.S. higher education, states and individual institutions are focusing on how to reduce costs. Historically, institutions have treated online learning as an expansion of the existing classroom instruction model. With this philosophy, course size, curriculum, and the role of the instructor remain constant, which can increase the cost of online education.

At the national level, there are some very exciting innovations occurring that provide examples of how to promote collaborative, cost-efficient faculty services. Case studies include:

- **Open SUNY** - The SUNY Learning Network is now launching Open SUNY, with the goal of expanding open and online education while fostering innovation in teaching and learning through coordinated systems, projects, and alliances.
- **UMass Online** - UMass Online is a consortium of the University of Massachusetts institutions, with UMass Online serving as the portal for all online learning activity. Individual campuses approve courses and curriculum and assign instructors. Instructional design and technology-based services are available to help faculty reduce course development time.
- **Illinois Online Network** - The mission of Illinois Online Network (ION) is to promote and build foundations for developing faculty and to support enhanced online education. ION

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hosts a comprehensive faculty development and administration program where faculty members earn certificates of recognition for completion. ION also hosts a faculty summer institute and awards badges to its faculty for completion of specific competencies for quality in online learning.

- ***Pennsylvania State System of Higher Education (PASSHE)*** - The system recently implemented a common statewide LMS to gain cost efficiencies. Additionally, PASSHE manages an annual virtual conference offering 60 one-hour webinars for faculty to attend, collaborate, and learn new things about online learning.
- ***University of Central Florida*** - UCF's Online@UCF program provides faculty support services through ongoing, award winning faculty professional development. Much of this training has been available for faculty for over 16 years, and UCF has been recognized as an international leader in online learning and professional development. Additional information on UCF's Online@UCF is located in Recommendation #7 - Create Statewide Faculty Development Center(s) for Online Learning.

Individual institutions in Florida have also invested heavily in online learning and have created support structures for course development and delivery. Each participating institution has strengths and can provide information of value to others. Several of these institutions have opted to share effective practices in online and blended education and contribute their efforts to the Sloan-C Best Practices or to FLVC. Additional institutional effective practices repositories include:

- University of Central Florida's Blended Learning Toolkit (<http://blended.online.ucf.edu/>) and the Online Teaching Pedagogical Repository (<http://topr.online.ucf.edu/index.php>)
- Florida State University's Instructional Strategies Handbook (<http://distance.fsu.edu/instructors/instructional-strategies>)
- Florida International University's faculty-based effective practices website (<http://online.fiu.edu/faculty/resources>)

Through the Task Force's research, student feedback on faculty effectiveness was found somewhat lacking for reporting on online learning success. Institutions interviewed noted the need for such data gathering and analysis, but no clear structure or methodology was offered.

In summary, leaders exist in Florida's state university and college systems from which effective practices in faculty services, based on experience and empirical studies, can be developed and collected. This expertise can facilitate the creation of a repository of effective faculty service practices accessible to all Florida postsecondary institutions. This facilitation role can be led by FLVC, with resulting findings stored in a central repository. Parallel to this activity, the Task Force recommended selecting a lead institution to spearhead and deliver statewide efforts for faculty development for online learning (Recommendation #7).

Faculty Collaboration

The charge on "encouraging inter-institutional faculty collaboration in course development" included identifying methods to encourage faculty in different ways to collaborate on course

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development, in light of intellectual property rights and other considerations that may prevent faculty from different institutions jointly developing courses.

Most online materials are developed by the faculty teaching the course, acquired from a textbook publisher, or acquired from an existing repository such as The Orange Grove or MERLOT. In some cases, institutions are engaging the services of vendors to work with faculty to develop online materials. In other cases, a master course is developed and made available to all faculty members at the institution; however, such courses are rarely shared across institutions. When collaboration does occur among faculty in course development, the scenario is typically a team including one faculty member as a subject matter expert who works with others such as instructional designers and media specialists.

While two or more faculty may develop a master course, there is little evidence of teams of faculty jointly developing online courses. A more common occurrence is the peer review of online courses. The most widely known formal process is Quality Matters, which is faculty-centered and based on continuous improvement and peer review.

Faculty members are encouraged (typically by payment or course release) to develop learning objects and to make those learning objects available to others through searchable repositories such as The Orange Grove. The Orange Grove, managed by FLVC, could be a valuable resource to support faculty collaboration. While The Orange Grove has existed for many years and has been used as an example of effective practices by other states, there has been minimal support of The Orange Grove in Florida.

In summary, there are opportunities for collaborative development of courses, but these efforts will need to be planned through a statewide working group. In addition, as outlined in Recommendation #6 - Enhance and Expand the Learning Resources Repository, Florida's postsecondary institutions should update or replace The Orange Grove repository. While The Orange Grove has served as a useable tool, changes in both technology and faculty adoption are required to better support course development efforts.

Academic Affairs

The charge to identify "best practices that will lead to quality credit and noncredit programs" included defining a process to enable educators to share information about programs and processes that are noteworthy or that deserve both recognition and adoption statewide.

The Task Force conducted a comprehensive review of the following areas to identify effective practices for academic affairs:

- Benchmarks, principles, and guidelines for online education for the institutions
- Effective practices in teaching strategies for online learning and assessment for faculty
- Exemplary programs that illustrate effective practices (Quality Matters, Sloan Consortium Quality Scorecard, Florida Exemplary Postsecondary Programs, etc.)

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The research on effective practices in academic services revealed the following. While some of the findings from this research cross into other areas such as faculty services and student services, they are all contained here as part of the overall assessment of effective practices for academic services.

- *Studies for online teaching failed to include all the items that are normally required in face-to-face settings.*

The online student needs to know how to obtain academic advising, financial assistance, peer support, library access, etc., regardless of time of day or campus environment. Online librarians need to be in place for the student who does not understand how to access the materials, conduct formal research online, or avoid plagiarism.

Tutorials need to be in place for all those “after-hours” or frequently asked questions. Assessment tools need to be linked to measurable standards or benchmarks. Students need to be assessed regarding their learning capacity and level, their technology skill readiness, learning styles or preference, and preferred social and student engagement. Few of the effective practices models addressed these items.

Online faculty should have load assignments and teaching assistants equitable to other faculty teaching face-to-face. None of the effective practices models addressed load capacity for online classes by type or structure.

Faculty training was mentioned frequently, but rarely specifically. A common view was faculty should be trained not only in their content area, but also in the use of the technology and workarounds when the technologies do not work. Only a few of the reports noted that the faculty needed training in how to work with diverse students across states, countries, time zones, cultural groups, etc., and the importance of turnaround time for engagement.

- *The effective practices models did not always address the needs of students with disabilities.*

The lack of Universal Design for Learning was evident in many of the studies reviewed. By designing online courses that center on multiple means of representation, multiple means of action and expression, as well as multiple means of engagement, the faculty and student take the learning back to the community and additional learning occurs. This practice, though designed for students with disabilities, helps all learners to be empowered.

For postsecondary online learners, many may be returning to the classroom after a long disengagement. Other postsecondary online learners may have undiagnosed learning disabilities and need multiple structures to reach them to make them successful in the classroom. These same structures may also engage the learners that do not have a disability. There was no evidence provided in any of the studies of a learning assessment or a technology assessment as built-in tools for the online delivery.

None of the effective practices models addressed the use of adaptive technologies that can aid both the student with disabilities and the student who has no disabilities. Tools enhance

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communication and can include digital text for visual and auditory impairments, memory tools, graphics and video tools, internet tools, virtual meetings, avatar coaches, etc., that may assist the postsecondary online learner that has minor sight or auditory impairments. Since many of the postsecondary learners are older and may have visual or auditory issues or may not have been exposed to the newer technologies, these components need to be addressed in an effective practices model.

In summary, the Task Force found many areas where effective practices for academic support services did not exist. This deficiency provides an opportunity for Florida to collaborate for improved academic support services for the online learner. In particular, statewide practices for delivering online services for students with disabilities should be addressed.

Workforce Needs

The charge to “align online programs with identified state economic development needs and student demand” included assessing institution’s use of state-level market data and the use of effective practices for integrating workforce needs with online programs.

The Task Force examined effective practices the individual universities and colleges currently use for alignment of workforce needs with their programs. Recommendations related to effective practices are contained in this section. Tasks related to extending the use of market research data and the refinement of what data are provided are contained in Recommendation #4 – Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery.

To investigate the alignment of workforce needs with the institutions’ delivery of academic programs, information was collected from a sample of universities and colleges regarding their online programs. These discussions covered how online programs and courses were selected over time, the role the job market played in these program discussions, and use of labor data. The institutions surveyed had strong business advisory boards and interfaces with companies for input into program and institutional planning efforts. For a synopsis of these interviews, please see Recommendation #4.

In summary, Florida universities and colleges already have online programs geared to job market needs. Some institutions are tightly aligned to employer needs and some are only loosely aligned. While it was evident that data sharing on job statistics could be improved, business advisory boards and business partnerships appeared strong. The interviews identified some effective practices that should be shared and used by Florida’s universities and colleges. These effective practices should be gathered and provided through FLVC for use by all postsecondary institutions.

Need

A central repository for effective practices can provide statewide cost efficiencies through shared knowledge. Florida’s higher education institutions want to capitalize on their collective expertise by increasing statewide collaboration to identify effective practices in the areas of course development,

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faculty services, assessment, MOOCs, and student services. To achieve cost efficiencies, there is a desire to identify and share effective practices, to collect effective models used by institutions throughout Florida and the world, and to make them available in a central statewide repository for all to use.

Implementation Steps

FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, academic affairs, faculty services, faculty collaboration, and workforce needs. These effective practices should reside within a repository for access and use by the institutions. The access and use of the materials should be tracked and monitored to determine if the repository provides lasting value to the institutions. Ongoing marketing efforts will facilitate institutional awareness of its existence.

The following steps are required to implement this recommendation.

Step 1 - FLVC should create working groups or assign tasks to existing groups to identify effective practices.

FLVC's Members Council on Distance Learning and Student Services frequently charts working groups to explore topics and to report their findings to the membership at large. The Task Force recommends creating effective practices working groups for the following areas, or assigning these tasks to groups already in existence:

- Effective practices in student services for the online learner
- Effective practices in faculty services for online learning
- Effective practices in faculty collaboration in the development of online courses and shareable electronic materials
- Effective practices in academic services for online learning
- Effective practices to enhance workforce alignment

The working groups should create guidelines as to what materials are appropriate for the effective practices repository as well as how materials will be evaluated for inclusion.

- ***Task 1 - Identify effective practices in student services for the online learner.***

Once student services are better represented within FLVC's structure, a new or existing working group should be tasked to identify areas for increased collaboration in student services. This group should also identify effective practices. The following activities should take place:

- Develop a survey for the universities and colleges that offer fully online degree programs to determine the commonalities related to systems used to deliver online learning and how student services are delivered. While FLVC should administer the survey, state-level support will be needed to ensure that all institutions respond to it.

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- Investigate large private enterprises that are able to offer extensive consulting and infrastructure support for online initiatives. It is possible that a key reason they have not entered the market to provide online student services is the lack of interest by Florida institutions.
- Assess the ability for current online services to become shared resources and determine if cost-effective practices are possible.
- Begin collating effective student services practices from Florida's postsecondary institutions and others across the nation to begin developing a statewide repository.
- Recommend means to assure that institutions promote use of the repository and adopt effective practices.
- Recommend means to recognize faculty and institutions that implement effective practices.

Any recommendations for change in providing statewide student services for the online learner should be provided to the Members Council for consideration. Identified effective practices should be placed in the repository.

- ***Task 2 - Identify effective practices in faculty services for online learning.***

FLVC should assign a new or existing working group to identify effective practices in faculty services for online learning. This group should identify effective practices in faculty support services and compile them into a central repository. Within the repository, a community of practices by faculty services discipline should be established. The group should also explore ways to incorporate student feedback on online sources and faculty member effectiveness. Any recommendations for change in statewide faculty services for online learning should be provided to the Members Council for consideration.

- ***Task 3 - Identify effective practices in faculty collaboration in the development of online courses and shareable electronic materials.***

FLVC should assign a new or existing working group to identify effective practices for faculty collaboration. This working group should focus on topics such as:

- How to increase faculty collaboration in master course development
- Procedures for denoting peer reviews of any courses provided through FLVC's distance-learning catalog
- How to accommodate and process any online materials that have a Creative Commons license and therefore must be shared
- Recommend means to recognize faculty and institutions which implement effective practices

Any recommendations for change in statewide faculty collaboration for course development should be provided to the Members Council. Identified effective practices should be placed in the repository.

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- ***Task 4 - Identify effective practices in academic services for online learning.***

FLVC should assign a new or existing working group to identify effective practices for academic affairs. This working group should focus on activities such as the following:

- Conduct a review of the Universal Design for Learning model across the state or develop a more comprehensive approach to integrating current practices and technologies for students with disabilities.
- Clearly define the standards needed to tie the learning and teaching to the strategic plan from the classroom level to institutional leadership.
- Identify new methods of engaging students (e.g., use of gamification, social media, eTextbooks, and online resource centers).
- Identify more student-driven services for engagement or service learning in the community.
- Recommend means to recognize faculty and institutions which implement effective practices.

Any recommendations for change in statewide academic services for the online learner should be provided to the Members Council for consideration. Identified effective practices should be placed in the repository.

- ***Task 5 - Identify effective practices to enhance workforce alignment.***

FLVC should assign a new or existing working group to identify effective practices for aligning postsecondary programs and courses to workforce and employer needs. This should include practices such as the following:

- The use of labor statistics or other market demand indicators to guide the university and college systems in their strategic planning processes, including a description of how new online programs can be aligned with state and regional employment needs
- The creation of business advisory boards or business partnerships to support the identification of new online programs, leveraging and replicating effective practices among the institutions' online programs
- Recommendations for how university and college online program offices should consult with external or business advisory boards during the development of new online degree programs
- The potential formation of new advisory boards to provide advice on the use of internships and job placement needs
- The assignment of a workforce coordinator for the online program areas to oversee activities related to the alignment of online programs with employer needs
- Recommend means to recognize faculty and institutions which implement effective practices

Identified effective practices to enhance workforce alignment should be placed in the repository.

*Task Force on Postsecondary Online Education in Florida****Step 2 - FLVC should create an effective practices repository.***

FLVC is implementing Liferay as the foundation for its future web presence. To configure it for the effective practices portal, FLVC will need to create the structure for storing each of the recommended effective practices, establishing methods and guidelines for updating the content, creating procedures for information dissemination, and determining how to monitor its use to assess ongoing value.


Step 3 - FLVC and its Board of Directors should identify methods to increase student services participation in the discussion of online learning.

FLVC, in collaboration with its Board of Directors, should either identify strategies to increase student services participation in the Members Council on Distance Learning and Student Services or seek a different venue for this input. Alternatively, there may already be informal consortia among the institutions that could be expanded to provide a platform for collaborative relationships. However, without a state-level mandate, these consortia will remain low profile and will probably not be cost effective. For these reasons, FLVC is best situated to recommend a course of action for increased discussions in the area of online student services.

Cost Benefit

This recommendation will require some initial investment for implementation, but will yield great benefits by harnessing and leveraging the expertise of Florida's postsecondary institutions and of others beyond the state. By identifying effective practices and placing them in a common repository, all Florida institutions can have access to a vast library of resources to improve and to innovate their local practices. As the repository begins to be implemented, a marketing campaign to the institutions will increase the adoption of effective practices.

*Task Force on Postsecondary Online Education in Florida***Implementation Timeline**

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
FLVC	<p>Step 1 – FLVC should create working groups or assign tasks to existing groups to identify effective practices.</p> <p>Step 2 – FLVC should create an effective practices repository.</p>	<p>Step 3 – FLVC and its Board of Directors should identify methods to increase student services participation in the discussion of online learning.</p>					

*Task Force on Postsecondary Online Education in Florida***RECOMMENDATION #9 – ENHANCE DATA COLLECTION EFFORTS FOR ONLINE LEARNING**

Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, and cost. Additional efforts should include exploring and researching the use of FETPIP data to identify workforce and employment trends.

Task Force Charge

The Task Force was charged with exploring “improved data collection at the institutional and system levels,” as well as “data collection efforts should be adequate for tracking performance on accountability measures and cost components involved in the development and delivery of distance learning courses, as well as student feedback regarding the delivery and support of online education.”

Current State and Research

In Florida’s public postsecondary system, multiple entities are involved in collecting online learning data.

Board of Governors and Florida College System

The BOG’s Office of Institutional Research is responsible for statewide collection of data on a scheduled basis from each of the Florida universities. The FCS has a similar unit, the Office of Research and Analytics, which collects standard statewide data from Florida’s colleges. These units both work with statewide user committees comprised of individuals from each system’s institutional research group. These statewide user groups meet regularly to determine what data to collect and to set data element standards and vocabularies to ensure valid conclusions can be derived from statewide data. Both units produce annual Fact Books that summarize this information for legislative and statewide use.

For online learning, the BOG and the FCS data units both collect the same set of data elements for courses that are 80% or more online (the working definition of fully online courses), including the delivery method (modality) for each course. These data elements have been included in the BOG’s Student Data Course File since 1998-1999. The FCS has likewise collected online learning data since 1998-1999. Both systems collect data to the six-digit Classification of Instructional Programs (CIP) level. The FCS adds two prefix and two suffix characters. In addition, BOG obtains data on whether each SUS institution collects a distance-learning course fee. Fee data are also periodically collected.

The BOG publishes its online learning data in the annual Accountability Report, and distance learning Full Time Equivalent projections are included in the annual university work plans submitted to the BOG. These reports are posted on the BOG website. FCS produces standard reports

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on online headcounts and FTE counts. Both the BOG and FCS system offices respond to ad-hoc inquiries from legislators and others.

Future BOG and FCS data collection plans include collecting additional student-level online course data. BOG plans to collect data on those SUS institutions' online programs offered to distant students.

Florida Education and Training Placement Information Program

For employment placement data on graduates of Florida's postsecondary institutions, both the BOG and the FCS rely on data from the DOE's FETPIP. Section 1008.39, F.S., created FETPIP to provide follow-up data on former students who have graduated, exited, or completed a public education or training program within the State of Florida. FETPIP accomplishes this task by matching student information with employer-provided data.

Florida Virtual Campus

FLVC serves as the repository for SUS and FCS institutions' online program data and maintains a catalog of such programs with Web links to individual institutions. The online program list is currently updated twice a year. FLVC also processes, but does not retain, transactional data regarding student access to this online course information as well as transactional data related to student applications for the transient student process (i.e., when a student wants to take an online course from another institution). FLVC is also required by law to collect information on those online courses that require payment of a distance learning course fee. In 2013, this data collection requirement was extended to online programs.

FLVC systems and related information are primarily intended to help students find online programs, initiate transient enrollment requests, and link the student to a university or college for needed services. Outside of collecting and reporting on online course and program fees, FLVC does not collect system-level data for research or planning purposes.

Focus Areas

Based on this information, BOG, FCS, and FLVC agree work is needed to update and refine distance learning modality definitions and to refine and enhance statewide data collection for online learning. The following areas should be taken into consideration as work in the area of statewide data collection proceeds.

- ***Online Learning Vocabulary*** - A common vocabulary, or set of terms, needs to be developed for online learning to be used across institutions and systems to establish a common understanding and draw valid conclusions.
- ***Data Dictionary*** - A common data dictionary for online learning should be created to define the terms in very specific ways to guide institutions in extracting data from their internal systems and thereby reporting common information. Examples are terms describing course modalities and defining the distinctions among modalities.

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- ***Access, Cost, and Quality Dimension*** - Performance metrics should be identified and agreed to in order to establish data collection procedures to assess access, cost, and quality dimension on a statewide basis.
- ***Academic Analytics*** - Academic analytics is the use of institutional ERP or LMS data to define predictive pathways of student success and the role online learning plays in influencing that success. The use of analytics should be examined by each institution and as part of the proposed statewide common LMS as detailed in Recommendation #3. Many institutions that currently have the technical capacity to gather analytics data from their current systems are using them to promote improved student success, while those institutions not yet using analytics should be encouraged to do so.
- ***Student Placement*** - The employment data generated by FETPIP can potentially measure differences (if any) between students taking fully online programs compared to fully on-campus programs (which would include students taking online, blended, and face-to-face courses as part of their on-campus experience).

Need

Existing state-level data collection efforts do not currently encompass the information needed to track Florida's progress in online learning courses and programs in terms of access, quality, cost, and later employment. Expanded data collection processes are needed to more accurately measure the development and outcomes of online learning.

Implementation Steps

Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, cost, and future employment. The following steps are required to implement the recommendation.

Step 1 - The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should establish a plan for extending data collection efforts for online learning.

While data collection by BOG, FCS, and FLVC are coordinated to an extent, enhanced data collection efforts could result in the collection of essentially similar online learning data by multiple agencies. Because the BOG and FCS already have entities responsible for obtaining statewide data on student, financial, and human resources, these units are the logical entities to extend and enhance data collection for online learning. This approach will ensure online learning data are collected in a unified manner from the institutions, housed in existing master databases, and consistently reported to all agencies that require the data for analysis and reporting.

At the same time, FLVC's Members Council on Distance Learning and Student Services provides an avenue for the BOG and FCS data units to obtain input on what types of data should be collected. This group should also examine what type of statewide reports on online learning should be generated from the data for analysis purposes. Because there are two separate reporting processes

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(BOG and FCS) and multiple databases to capture this state-level information, reports and analytics that meld the data between the university and college sectors are critical.

This assessment of what reports would be desired by the institutions should include identifying what transactional data from the online catalog will be meaningful. Assisted by legislative funding, FLVC has recently embarked on a multi-year project to modernize and enhance the online course and degree program catalog. The initial phase of the project will result in the ability for both FLVC and the institutions to generate a number of reports as required by Section 1006.73, F.S. As planning continues for the second phase of this project, FLVC should work with its Members Council on Distance Learning and Student Services to identify additional desired analytics and build those capabilities into future phase of the project plan. As part of this consultation, FLVC should explore alternate dissemination and access methods to the online course catalog analytics.

Step 2 - The BOG and FCS data collection units should establish metrics, create definitions, and identify data elements to enhance data collection for online learning.

There are multiple tasks required to extend Florida's data collection efforts to online learning, including the following:

- ***Task 1 - Develop, publish, and maintain a vocabulary for online learning.***

In a multi-organizational collaborative environment spanning the state's postsecondary sectors, common understandings and definitions are foundational for conversations, decisions, and management. The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should create and maintain a vocabulary for online learning developed in cooperation with FLVC's Members Council on Distance Learning and Student Services.

In addition to access, quality, and cost metrics, other data elements to be added and defined for statewide data collection processes are:

- ***Online Certificate Program Data*** - Florida institutions offer not only online degree programs, but also online certificates at both the graduate and undergraduate levels. Institutional reporting should be expanded to include certificate programs offered, along with the associated modalities.
- ***Course Length and Start Dates*** - Data collection protocols currently assume that all online courses are offered in a standard 14-week semester format. Increasingly, online courses are being offered in 7 week, 7.5 week, 8 week, and other shorter formats with five or more "starts" per academic year. This allows students to complete more courses per year, or sequentially blend work or other activities with course taking, both of which can facilitate access to higher education and more rapid and efficient completion. Course length and start dates should be added to the data collection process when shorter course formats are applied.
- ***MOOCs and Blended Courses*** - Additional information on MOOCs should be collected including subject area, provider (e.g., Udacity, Coursera, edX, Canvas

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Network, etc.), and blended learning courses (which are typically less than 80% online).

- ***Task 2 - Establish metrics to represent access, quality, and cost dimensions for online education in Florida.***

Key performance metrics to measure online learning must be identified, defined, and commonly understood before statewide data collection efforts can begin. The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should spearhead this process, in cooperation with FLVC's Members Council on Distance Learning and Student Services.

Key performance metrics for the coordination, support, and outcomes of online education in Florida are access, quality, and cost. The following recommendations represent the most general quantification of those variables, with the focus on the utilization of currently existing data elements and those most easily obtained by all institutions.

- ***Access***

The access dimension should be measured by collecting each academic term by student and course level – lower level undergraduate, upper level undergraduate, and graduate – the number of course sections, course enrollments (e.g., duplicated headcount), and student credit hours generated for each online learning modality, as well as standard classroom-based instruction. This will allow measurement and analysis of trends, both online and on-campus, on a modality-by-modality basis. An additional explanatory variable gauging the impact of online learning across the state is the number of students taking only online courses or only face-to-face courses on a per-term basis.

- ***Quality***

Attributes, metrics, methods, and materials to adequately document each aspect of performance are activities that are the purview of the accredited institution delivering the online academic program or course. The student outcomes of online education should mirror those of the on-campus academic experience, and thus, the measurement of online quality should mirror those efforts to measure quality of the on-campus experience. At a minimum, the quality dimension should be measured by student success in individual courses, both online and face-to-face. It is recommended student success data be collected by modality for each academic term, with student success defined as attainment of a course grade of A, B, or C. Lesser grades would be regarded as non-successful outcomes. Every academic program has defined learning outcomes, but the cost of documenting a broadly coordinated assessment per course would be prohibitive.

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- **Cost**

The cost dimension of online learning is one of the least understood measures, both nationally and in Florida. A widely held assumption is that online courses cost significantly less to develop and deliver than do the equivalent on-ground courses. The experience of most public institutions with online offerings is that this assumption does not hold true until an online initiative achieves significant scale, and perhaps not even then because of the additional technical, human, and support resources needed to launch and sustain a high-quality online program.

Development of cost measures from Florida institutions will provide a foundation for fact-based planning and projections. As new delivery models develop, and as the collaborative activities recommended in this report are deployed, the cost dimensions and the impact of changes can be assessed as Florida institutions of higher education seek to provide cost-effective educational opportunities. The direct institutional costs for developing and delivering online courses should be collected on a fiscal year basis.

Specific cost elements are to be determined, but can likely include those elements published in a Florida Distance Learning Consortium 2009 Task Force report. Institutions that have implemented the distance learning course fee already track the costs of developing and delivering online courses and programs and can therefore readily report such data. Institutions that have not previously tracked these costs can benefit from the experience and methods of those that have.

- ***Task 3 - Develop, publish, and maintain a data dictionary for online learning.***

After a common vocabulary is established, a common data vocabulary and associated data dictionary are needed to maintain the consistency and quality of the data collected. The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should develop the data dictionary for expanded data collection for online learning in cooperation with their respective institutional committees. The resulting vocabulary for online learning should be included as part of the existing data elements dictionaries used by the institutions.

Step 3 - The BOG and FCS data units should establish indicators to allow for separate analysis for fully online programs.

As part of the previously described data collection and definition processes, the BOG should establish data protocols to allow for separating data submitted by institutions for fully online programs from the rest of the institution's data.

Step 4 - The BOG and FCS data collection units should analyze FETPIP data to assess if online education has an impact on postsecondary employment and wages.

The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should lead an effort, in collaboration with UF Online Research Center, to examine if online learning has an

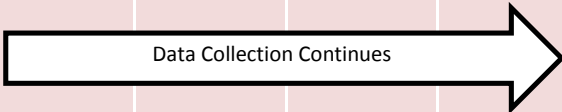
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impact on a graduate's employment and wages. During the Task Force efforts, UF's Online Business Program offered to leverage its student data and employment survey data to begin this effort.

Cost Benefit

Because this recommendation uses existing data collection units and statewide processes, no additional funding is required. Implementing this recommendation will benefit the state by providing additional information for drawing conclusions about Florida's postsecondary online learning to increase quality, cost effectiveness, and access.

Implementation Timeline

	Jan-June 2014	July-Dec 2014	Jan-June 2015	July-Dec 2015	Jan-Jun 2016	July-Dec 2016	Jan-Jun 2017
BOG and FCS Data Collection Units	Step 1 – The BOG's Office of Institutional Research and the FCS's Office of Research and Analytics should establish a plan for extending data collection efforts for online learning.	Step 2 – The BOG and FCS data collection units should establish metrics, create definitions, and identify data elements to enhance data collection for online learning. Step 3 – The BOG and FCS data units should establish indicators to allow for separate analysis for fully online programs.	Step 4 – The BOG and FCS data collection units should analyze FETPIP data to assess if online education has an impact on postsecondary employment and wages.				

*Task Force on Postsecondary Online Education in Florida***APPENDIX A – ACRONYMS**

Acronym	Definition
ACE	American Council on Education
BOG	Board of Governors
CAS	Central Authentication Service
CIO	Chief Information Officer
CIP	Classification of Instructional Programs
COTC	College Open Textbooks Collaborative
CS	Committee Substitute
DEO	Florida Department of Economic Opportunity
DOE	Florida Department of Education
ERP	Enterprise Resource Planning
F.S.	Florida Statutes
FCS	Florida College System
FETPIP	Florida Education and Training Placement Information Program
FIPSE	Fund for the Improvement of Postsecondary Education
FIU	Florida International University
FLVC	Florida Virtual Campus
FSCJ	Florida State College at Jacksonville
HB	House Bill
ICUF	Independent Colleges and Universities of Florida
IMS	Instructional Management System
ION	Illinois Online Network
IT	Information Technology
LBR	Legislative Budget Request
LMS	Learning Management System
MBA	Master's of Business Administration
MOOCs	Massive Open Online Courses
NCAT	National Center for Academic Transformation
PASSHE	Pennsylvania State System of Higher Education
RFP	Request for Proposals
SACS	Southern Association of Colleges and Schools
SB	Senate Bill
SBE	State Board of Education
SCORM	Sharable Content Object Reference Model
SIF	Schools Interoperability Framework
SPC	St. Petersburg College
SUNY	State University of New York
SUS	State University System
UCF	University of Central Florida
UF	University of Florida
UWF	University of West Florida

*Task Force on Postsecondary Online Education in Florida***APPENDIX B – LIST OF TASK FORCE MEMBERS**

Name	Organization
Dr. Joel Hartman, Chair Vice Provost for Information Technologies & Resources and CIO	University of Central Florida
Ruth Ann Balla Executive Director, Virtual College	Miami-Dade College
Craig Blazejewski Director, Interactive Marketing	Valencia College
Dr. Valerie Bryan Professor, College of Education	Florida Atlantic University
Jana Kooi President, Open Campus	Florida State College at Jacksonville
Dr. Andy McCollough Associate Provost for Teaching & Technology	University of Florida
Kathryn McFarland Vice President for Enrollment	Saint Leo University
Angelia Millender Vice President, Student Affairs	Broward College
Dr. Michael Moore Associate Vice President, Decision Support	University of South Florida
Don Muccino Executive Director	Florida Virtual Campus
Dr. Pam Northrup Associate Provost of Academic Innovation	University of West Florida
Paul O'Brien Vice President of Institutional Technology & CIO	Indian River State College
Myron Pincomb Trustee, University of North Florida	The Pincomb Group
Dr. Mike Rollo Vice President of Student Affairs	Florida Gulf Coast University
Rebecca (Becky) Rust Chief, Bureau of Labor Market Statistics	Florida Department of Economic Opportunity
Dr. Eddie Wachter Professor, College of Engineering & Information Sciences	DeVry University
Dr. Doug Wartzok Provost & Executive Vice President	Florida International University
Dr. Nancy McKee Associate Vice Chancellor (BOG liaison to Task Force)	Board of Governors, State University System

*Task Force on Postsecondary Online Education in Florida***APPENDIX C – CS/HB 7029 REVIEW**

As part of its charge, the Task Force reviewed relevant sections of CS/HB 7029. The table below matches the Task Force recommendations with the language in CS/HB 7029. For the purpose of this review, the Task Force considered all aspects of online delivery, including online courses, MOOCs, and competency-based online courses.

CS/HB 7029	Relevant Task Force Recommendations
Improving access to online courses and approving, funding, holding providers accountable, and awarding credit for such courses.	<ul style="list-style-type: none"> • Recommendation #2 - Implement a Statewide Common Online Marketplace for Students • NOTE: there are already more than 700 online programs offered by Florida postsecondary institutions.
Identify measures of quality based upon student outcomes, such as completion and achievement rates correlated appropriately to each delivery model.	<ul style="list-style-type: none"> • Recommendation #9 - Enhance Data Collection Efforts for Online Learning • Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs
Measures for students to demonstrate competency, such as prior learning assessments, end-of-course exams, assessments established by regionally accredited public institutions (which may be applied as one whole assessment or as two or more discrete sub assessments such that when combined the sub assessments are equivalent to a whole assessment).	<ul style="list-style-type: none"> • The Complete Florida Degree Program, led by the University of West Florida will address competency-based programs and assessment of prior learning. The project will involve multiple state universities, and project outcomes will be shared statewide.
Opportunities to use online courses, including MOOCs, using blended learning or other tools delivered in modules or segments to provide instruction.	<ul style="list-style-type: none"> • Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs • Recommendation #9 - Enhance Data Collection Efforts for Online Learning • Course segments is related to course packaging and scheduling, which will be considered as part of Recommendation #5- Develop and Deliver Statewide For-Credit MOOCs, and evaluated as part of Recommendation #9 - Enhance Data Collection Efforts for Online Learning.
Beginning in the 2015-2016 school year, the State Board of Education and the Board of Governors shall adopt rules that enable students to earn academic credit for online courses, including MOOCs, prior to initial enrollment at a postsecondary institution.	<ul style="list-style-type: none"> • Recommendation #5 - Develop and Deliver Statewide For-Credit MOOCs

*Task Force on Postsecondary Online Education in Florida***APPENDIX D – FLVC LBR REVIEW**

The Task Force was asked to review FLVC's LBR and provide feedback. The matrix below summarizes the Task Force's recommendations. FLVC's LBR language is provided on the following pages.

Legislative Budget Requests	
Issue	Task Force Recommendation
Advising Modernization	The Task Force endorses this budget request.
Science, Technology, Engineering, and Mathematics (STEM) E-Resources	The Task Force endorses this budget request.
Video Streaming and Multimedia Resources	The Task Force endorses this budget request.
Common Learning Infrastructure	The Task Force endorses this budget request.
Degree Connect	The Task Force endorses this budget request with the caveat that resources become available to the institutions.
Educational Positioning System (EPS)	The Task Force recommended that this budget request be reviewed by a larger audience, to include academic provosts, institutional financial aid offices, and student services offices.
Database Record Clean-up and Enhancement	The Task Force endorses this budget request.

*Task Force on Postsecondary Online Education in Florida***FLVC Potential Candidate Programs for FY 2014-15 Legislative Budget Request (LBR)****Advising Modernization:**

The Florida Virtual Campus suite of student advising services utilizes a core software infrastructure that was originally created from existing systems and a customized code base that was assembled in the late 1990s when FACTS.org was established. Although the original applications have been enhanced with new functions and additional services have been added, the original code base remains the foundation of the system. FLVC's suite of advising services depends upon the original FACTS middleware that manages the records transactions among the institutions. Currently, critical portions of the advising software infrastructure are running in technology environments no longer supported by the original vendor and system upgrades cannot be performed unless the applications can be rebuilt using updated technology. Those components at risk comprise critical services including the 2+2 transfer evaluations, the degree audit functions, and the transient student admissions process. The funds requested would be used to modernize and enhance the core advising software infrastructure, and to further increase the efficiency and ease of use of the system for institutional partners and users consistent with current technology and strategic directions desired in a next-generation advising system.

Science, Technology, Engineering, and Mathematics (STEM) E-Resources:

The State of Florida has recognized the need to address a growing deficiency in science and mathematics education, and has passed legislation that calls for a "Unified State Plan for Science, Technology, Engineering, and Mathematics (STEM)." While the current statewide allocation to FLVC for the purchase of electronic resources for the State University System and the Florida College System does allow for a number of interdisciplinary and subject-specific resources, it does not provide for a consistent level of access to STEM resources available to all students enrolled in state-funded postsecondary education in Florida, nor does it allow for the smaller universities and colleges to provide a broader range of research-intensive STEM resources. Additional statewide funding for STEM resources would ensure consistent access to resources critical to the support of science and math programs at all levels of higher education across the state.

Video Streaming and Multimedia Resources:

Statewide funding for video streaming and multimedia resources would provide a consistent level of access to educational content in support of online learning across higher education curriculum. While current state-funded electronic resources include images, videos, and other interactive programs, these supplemental resources are not sufficient to meet the needs of postsecondary education distance learning courses and degree programs. Due to budget constraints, only a few institutional libraries currently subscribe to video streaming collections, and the majority of Florida students do not have access to high quality educational videos and multimedia resources. Funding for a large collection of multimedia resources that broadly support the college curriculum would provide a basic core of resources to support most college courses. These resources could be incorporated into local institutional learning management systems, course management systems,

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and alternate textbooks. Librarians, faculty, and distance learning services would collaborate to determine other resources needed to support distance learning courses and programs.

Common Learning Infrastructure:

Although Florida has exemplary policies such as articulation agreements and common course numbering that facilitate student transactions between institutions, the technological connections among institutions have proven to be problematic. While many other states do not have the advantageous policy environment present in Florida, many states with significant e-learning capabilities share a common technical infrastructure (learning management system and/or student information system) among their institutions. Although Florida colleges and universities currently possess significant technical capabilities with regard to e-learning and web-based services, those capabilities are varied in depth and type. Recent efforts to connect Florida's public postsecondary institutions to complete the transient student admissions process have further illustrated how the different technical infrastructures have actually made the envisioned streamlined, automated connection of institutions into a statewide system much more difficult. The funds requested would be used to develop an analysis and implementation plan for the establishment of a common technical infrastructure for learning among Florida's colleges and universities. The plan would include the creation of common technical standards among institutions for the interconnection of existing and new enterprise resource planning (ERP) and learning management systems (LMS), provisions for the increased security of educational records, and a robust user authentication environment. Cost models for a shared common technical infrastructure would also be explored.

This funding request aligns with another state-level planning effort. The Chancellor of the State University System has recently formed the Task Force on Postsecondary Online Education in Florida, with a charge to recommend strategies for better coordinating services and online programs in the State University System and Florida College System and, to the extent feasible, across other delivery systems to ensure state economic development needs and student demands are being met in an effective and cost-efficient manner. Depending on the recommendations made by this task force, the requested funds could be used as funding for a pilot implementation of recommended strategies.

Degree Connect:

Based on the successful DirectConnect to UCF model, Degree Connect would assist new students in charting their path to a bachelor's degree from their first semester in college. When students enter an A.A. degree program at a state college, they could, at the time of admission, declare their intent to earn a bachelor's degree from a partner state college or university. All schools would be permitted to partner with any other. Participating students would be considered provisional bachelor's degree students from the moment they enter college. Targeted advising and concierge services would help the students stay on track. The students would earn A.A. degrees at the college and then transfer to the partner institution of their choice to complete the B.A. or B.S. degree. The last two years of the baccalaureate program would then be completed online (for distant institutions) or in a combination of face-to-face and online courses (for a local institution). FLVC could serve in a facilitative manner, providing support services to those institutions that elect to become partners. In addition to helping

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the student stay on a degree track, the opportunity for reduced cost to degree exists via the reduction of campus-oriented fees for students who complete all of their coursework at a distance.

Educational Positioning System:

Building on its role as a facilitator of cross-institutional collaboration, FLVC will develop a plan and implementation schedule for the expansion and enhancement of its current advising and academic planning resources. In consultation with advisors and other staff at member institutions, FLVC would act as a central facilitator of a Florida student's ability to develop an efficient pathway to degree completion and employment by offering a centralized planning and referral service to help the student plot the most efficient path through a degree program. The system would compile a list of potential courses (from all courses available including those in the online catalog) and provide a plan for the shortest "route" to the degree goal. Like a Global Positioning System device, the Educational Positioning System (EPS) would allow a student to select both the "destination" (degree or certificate) and the institution from which they will receive the credential, and then receive a program "map" which includes the required courses, academic milestones, and specific strategies that can be utilized to complete a degree or certificate in the shortest reasonable time. This plan would recognize that a student would need to select a "home" institution that offers the degree and for which he/she qualifies for admission. FLVC could potentially act in the role of a clearinghouse, providing information to students and handing them off to advisors and admissions representatives at a "home" institution. This EPS would leverage Florida's common course numbering system, statewide articulation agreements, network of connected institutional advisors, and opportunities to enroll in selected courses from other state institutions when necessary so that students would minimize the potential for earning excess credit hours and never need to wait for the classes required to progress in their program of choice. The plan could include recommendations for:

- Advanced academic analytics and FLVC system improvements that provide personalized self-help services for students to create their own maps.
- An improved "intelligent" advisory system that can provide automatic answers to simple student questions, coupled with a network of institutional advisors and resources including "high-touch" staff advisors at both FLVC and at the institutions (similar to the shared Ask a Librarian service currently in use) who can be available to work directly with students on the phone and via chat to counsel them about their educational goals and plans to achieve them.
- A roadmap of the existing academic policies and procedures that would govern such a system with recommendations for any needed changes.
- Policies associated with all state institutions agreeing to accept all course credits completed under an EPS program map, including admission standards and differences between colleges and universities.

Database Record Clean-up and Enhancement

In June 2012, the Florida Virtual Campus combined the bibliographic databases of all 11 university libraries into one single database. This merger of records was done to streamline efficiencies,

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minimize duplication of effort by library staff, and help reduce system maintenance. While this merger was successful, extensive work is required to standardize the data within the records and to ensure that the information is accurate and consistent. There is also a need to upgrade many of the records to the most current standard that is supported by the library community. The most efficient way to accomplish this is to outsource the record cleanup to a reputable vendor who has experience in upgrading large database systems. (The current university database is over 11 million records.) Also included will be cleanup work for the smaller shared database for the Florida College System libraries, as it is anticipated that both databases will merge with the implementation of a new system. Finally, an ongoing process will be put in place to ensure that the data in both databases continue to be current and consistent. The cost range provided here reflects the low and high preliminary vendor estimates, and is likely to be closer to the high end when a final contract is awarded via a formal RFP or ITN.

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Task Force on Postsecondary Online Education in Florida

Board Staff's Proposed Implementation Plan

January 15, 2014

Number	Recommendation	Implementation Strategy: Next Steps
1	Expand and Clarify Roles and Responsibilities: To effectively extend Florida's online learning environment, the roles and responsibilities of statewide organizations involved in online learning should be expanded and clarified. Enrollment goals for online learning should be established to guide the state's initiatives.	(1) The BOG staff, working with Chancellor Hanna's staff and the entities mentioned in the report, should bring to the Board in March the roles and responsibilities of each entity involved in the implementation of the recommendations; and (2) Board staff should begin a conversation to determine the added value of – and process for – setting enrollment goals for online education. Any recommended goals would come to the Board for approval.
2	Implement a Statewide Common Online Marketplace for Students: Florida Virtual Campus (FLVC) should take the lead role in developing and marketing a statewide common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.
3	Coordinate a Common Learning Management (LMS) System (Opt-in): FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for institutions which choose to opt-in to attain statewide cost savings and provide a consistent user experience for students.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.
4	Enhance Labor Market and Employment Statistics for University and College Online Program	In collaboration with Chancellor Hanna, Chancellor

	<p>Development and Delivery: The State University system, the Florida College System, and the Department of Economic Opportunity should continue to use enhanced labor market and employment data to facilitate the identification and development of postsecondary online programs that address Florida workforce needs.</p>	<p>Criser should direct his staff to work with FCS staff and assist DEO in scheduling and developing training sessions for university and college staff in the use of enhanced labor market and employment data.</p>
5	<p>Develop and Deliver Statewide For-Credit MOOCs: The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish guidelines for competency-based evaluations of non-credit MOOCs.</p>	<p>(1) The Innovation and Online Committee should consider recommending to the Budget Committee, and ultimately to the Board and Legislature, that an LBR amendment be approved for a lead institution to coordinate the development, delivery, and marketing of at least three for-credit Massive Open Online Courses that incorporate a quality framework, effective practices, and competency-based assessment for use by the SUS and FCS (2) A lead institution should be selected through a competitive procurement process developed by Board staff, in cooperation with the FCS staff; the lead institution may allocate funds to other institutions, including FCS institutions, to develop one or more of the MOOCs. (3) In collaboration with BOG staff, the lead institution should create a statewide working group to develop a statewide MOOC strategy to recommend to the BOG and, if appropriate, the State Board of Education. The strategy will include guidelines for the evaluation of non-credit</p>

		MOOCs.
6	Enhance and Expand the Online Learning Resources Repository: FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.
7	Provide Statewide Faculty Development Center(s) for Online Learning: The BOG and the FCS should select one or more lead institution(s) to develop and implement statewide faculty and administrator development services for online education, using a train-the-trainer approach.	In collaboration with Chancellor Hanna's staff, BOG staff should use a competitive procurement process to select a lead institution(s) to be designated as the Faculty Development Center(s).
8	Create an Effective Practices Repository: FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, faculty services, faculty collaboration, and workforce needs to support the advancement of online learning statewide.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.
9	Enhance Data Collection Efforts for Online Learning: Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, and cost. Additional efforts should include exploring and researching the use of Florida Education and Training Placement Information Program (FETPIP) data to identify workforce and employment needs.	Chancellor Criser should discuss with Chancellor Hanna a plan for their staffs to work together and with their respective institutions to expand data collection processes and definitions.



STATE
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Board of Governors

AGENDA
Budget and Finance Committee
Cohen Center Ballroom
Florida Gulf Coast University
Ft. Myers, Florida
January 16, 2014
8:30 a.m. - 9:45 a.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Members: Colson, Fassi, Hosseini, Huizenga, Levine, Tripp

1. **Call to Order and Opening Remarks** **Governor Tom Kuntz**
2. **Approval of Committee Meeting Minutes** **Governor Kuntz**
Minutes, November 20, 2013
3. **Task Force on Postsecondary Online Education** **Governor Ned Lautenbach**
Innovation and Online Committee
4. **2013 New Fees and Tuition Differential Reports** **Governor Kuntz**
5. **Performance Funding Model** **Governor Kuntz**
Mr. Tim Jones,
Chief Financial Officer,
Board of Governors
6. **Concluding Remarks and Adjournment** **Governor Kuntz**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 16, 2014**

SUBJECT: Approval of Minutes of Meeting held November 20, 2013

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on November 20, 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 November 20, 2013 at Florida International University.

Supporting Documentation Included: Minutes: November 20, 2013

Facilitators/Presenters: Governor Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
NOVEMBER 20, 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, Chair, convened the meeting of the Budget and Finance Committee at 4:16 PM. Members present for roll call were Ned Lautenbach; Norman Tripp; Carlo Fassi; Wayne Huizenga, Jr.; Alan Levine and Dean Colson. Governor Fassi joined the meeting at 4:37 PM. Other Board members present included Mori Hosseini, Manoj Chopra, Ed Morton, Wendy Link, Pat Frost, and Elizabeth Webster.

1. Call to Order

Mr. Kuntz called the meeting to order.

2. Approval of September 12, 2013, Meeting Minutes

Mr. Tripp moved that the Committee approve the minutes of the meeting held September 12, 2013 as presented. Mr. Lautenbach seconded the motion, and members of the Committee concurred with the exception of Mr. Fassi who was temporarily absent from the meeting.

3. Fees under Consideration for Fall 2014

Mr. Kuntz stated that Board regulation requires boards of trustees to notify the Committee each fall of any potential new fees or increases to existing fees that are being discussed on some of our campuses. This information provides a heads-up to this Committee and the Board, and ensures that appropriate dialogue is taking place between university leadership and the students.

Mr. Kuntz reiterated that these are fees under consideration and must go through the appropriate university fee process and Board of Trustees review and approval before coming to this Committee for consideration; these may or may not be submitted for consideration by the Committee. Formal proposals are due to the Board office next spring. This Committee would then consider any proposals during the June 2014 meeting.

4. University Shared Services Initiatives

Ms. Shari Shuman, the UNF Vice President of Administration and Finance and Chair of CAFA (Council of Administrative and Financial Affairs), presented various initiatives that universities have completed or are working on. Ms. Shuman indicated that universities engage in numerous shared services, piggy back on other university contracts, utilize state of Florida contracts and participate in cooperative agreements.

Mr. Kuntz requested that Ms. Shuman come to the January meeting to discuss other initiatives underway.

5. Performance Funding Update

Mr. Kuntz reported that at the last meeting the Board identified a metric for each university and that completed nine of the ten metrics. The Committee considered each board of trustee metric that has been submitted. The agenda packet included a document that listed all metrics and was color-coded for ease in seeing what metrics were being considered.

Mr. Kuntz directed members to a PowerPoint slide that listed each university metric. Discussion was held regarding the metrics. Mr. Tim Jones reported that some of the metrics presented raised questions. For example, the New College metric (Percent of Undergraduate Seniors Participating in a Research Course) would result in New College receiving the maximum number of points each time as all seniors are required to participate in a research course. Another example was the Florida A&M University metric (Percent of R&D Expenditures Funded from External Resources), which has a declining trend.

Mr. Lautenbach moved that the Committee approve the university board of trustee metrics as submitted. Mr. Beard seconded the motion, and members of the Committee concurred.

Mr. Kuntz noted that the model the Committee has been working on has changed since we first started this over a year ago, and it will continue to evolve. As Mr. Kuntz has worked on the model and received input from a variety of stakeholders, there are three areas he directed staff to look into in preparation for the January meeting:

1. Currently the model is based on a three point system, where the maximum number of points a university could get would be 30. Mr. Kuntz stated that the point system should be based on a 5 point scale to allow for a larger

spread between those who are performing well and those who may not be performing as well. It would also provide a university an opportunity to get more points quicker if they really are improving.

2. When the \$20 million in performance funding was distributed last month based on the three metrics, each university received some funds. For this model to work effectively, the new funding should only be provided to those universities that are truly performing well. Those universities that do not do well on the metrics should not participate in new funding until their metrics improve. This will encourage those universities at the bottom to look at their metrics, where they spend their resources currently, and see if they need to make changes.
3. To date our conversations have centered on using the model to distribute new funding. To really change behavior, we need to consider using the model to distribute a portion of base funding; not a large amount of the base, but initially a small amount since the model is new and evolving.

Discussion was held among university presidents and the Committee, with some concerns expressed about the reallocation of base funds.

Mr. Kuntz instructed staff to work on these three proposed changes, along with setting the benchmarks for the Board of Governors and board of trustees' metrics and have the information ready for the January Board meeting.

6. Market Tuition Proposals

Mr. Kuntz introduced the last item on the agenda which is the consideration of new 21 market tuition proposals from seven universities. Staff provided an overview of market tuition but since there are several new members on the Board, Mr. Kuntz provided some background information.

The Board was granted the authority to establish market tuition for graduate on-line courses and courses offered through continuing education during the 2010 session. Former Governor Perez chaired a work group consisting of board members and university representatives to develop the regulations to implement this new policy.

They spent several months discussing the issue and the potential ramifications of market tuition on students. That work group had numerous concerns and eventually settled on a regulation that implemented a three year pilot program in which universities could only request five market tuition programs per year. Having a pilot

period would allow the committee to collect data on the impact to enrollments and degree production associated with the market tuition programs. This is the third year of the program.

The regulation also requires an annual status report. Information was included in the agenda packet providing an update for each of the market tuition programs that the Board has approved. Some of the programs that were approved last November are just being implemented this fall, so a status report is not available for those market tuition programs. However, many of the programs have been implemented and a status report has been submitted. A staff summary of these submissions was provided.

Next November, the Committee will need to look at the pilot program and make a decision on how to proceed on future market tuition proposals.

Mr. Jones indicated that the proposals submitted were in line with previous programs that the Board had approved and staff did not have any concerns with the proposals.

Mr. Colson moved that the Committee approve all of the university market tuition proposals as submitted. Mr. Beard seconded the motion, and members of the Committee concurred.

8. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 5:19 PM.

Tom Kuntz, Chair

Tim Jones, Chief Financial Officer

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget Committee
January 16, 2014**

SUBJECT: Legislative Budget Request Amendment for Developing For-Credit
Massive Open Online Courses (MOOCs)

PROPOSED COMMITTEE ACTION

Consider approval of an amendment to the Board's 2014-2015 Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

After multiple discussions in late 2012 and early 2013, the Strategic Planning Committee recommended two motions to the full Board; the Board approved both motions on February 21, 2013. The first one ultimately resulted in the creation of UF Online. The second motion directed the Chancellor to form a systemwide work group that would report to the Committee ways in which services and online degree programs could be better coordinated to ensure State student needs are being met in a cost-efficient and effective manner.

The Task Force report, with its nine recommendations, will be discussed during the Innovation and Online Committee's January meeting. If recommended by the Innovation and Online Committee, one Task Force recommendation will come before the Budget Committee for its consideration:

Develop and Deliver Statewide For-Credit MOOCs: The Board, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish guidelines for competency-based evaluations of non-credit MOOCs.

Pages 49-56 of the Task Force report provide background information on the current state of MOOC issues in the state and nationally, including 2013 statutory language requiring the Board of Governors and State Board of Education to develop rules to offer credit for MOOCs taken prior to initial enrollment in postsecondary institutions (CS/HB 7029). As stated in the report, “Florida’s higher education institutions would like to identify and develop a set of for-credit MOOCs for statewide use that incorporate effective practices, competency-based assessments, and support the requirements of CS/HB 7029, which was enacted during the 2013 legislative session.”

At the same time the lead institution is conducting the pilot program, page 54 of the report states that the institution should configure a statewide working group to develop a MOOC strategy for a list of specific issues, working closely with UF’s Online Learning Research Advisory Committee. The report further states that “These efforts should result in a pilot program as well as a strategy and 2015 LBR request for statewide implementation efforts. The Board, in collaboration with the lead institution, should review the LBR and MOOC strategy with the appropriate statewide leadership groups as part of the state’s normal budgeting process.”

To implement this initiative, funds would be requested through an amendment to the Board of Governors 2014-2015 Legislative Budget Request for the development and piloting of MOOCs, as well as the configuring and leading of a statewide working group to develop a MOOC strategy for the state.

It is recommended that at least three MOOCs-for-credit be developed using innovative pedagogy and/or technology; these courses would be coordinated by a lead institution chosen through a competitive procurement process. Additional funds for piloting the courses would be provided, bringing the total request to \$250,000.

Supporting Documentation Included:

Task Force on Postsecondary Online Education in Florida: Final Report may be found in the Innovation and Online Committee agenda materials

Facilitators / Presenters:

Governor Ned Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 16, 2014**

SUBJECT: 2013 New Fees and Tuition Differential Report

PROPOSED COMMITTEE ACTION

Approve the 2013 New Fees and Tuition Differential Report for transmittal to the Legislature and Governor's Office.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; and Subsection 1009.24(16)(e), Florida Statutes; Subsection 1009.24(15)(3)4(f), Florida Statutes

BACKGROUND INFORMATION

The above referenced statutes require the Board to submit an annual report by February 1 summarizing tuition differential implementation and a report on new fees proposed and considered by the Board for the Fall 2013 semester.

In June, 2013 the Budget and Finance Committee did not receive any university tuition differential requests for consideration, but did receive a request to implement new green fees at two universities. These fees were not approved by the Board.

The attached report summaries the new fees received and actions taken on each proposal.

Upon approval, this report will be submitted to the Governor and Legislature.

Supporting Documentation Included: 2013 New Fees and Tuition Differential Report

Facilitators/Presenters: Tim Jones

New Fees Authorized by the Florida Board of Governors for Fall 2013



STATE
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of FLORIDA
Board of Governors

December 12, 2013

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Executive Summary and Background

The 2010 Legislature passed House Bill 7237 which was approved by the Governor on May 11, 2010. This legislation provided the Board of Governors (Board) the authority to approve boards of trustees' proposals for new student fees, increases to certain fees that are currently capped, and approval of flexible tuition policies, such as undergraduate or graduate block tuition, block tuition differential, or market tuition rates for graduate-level online courses or graduate-level courses offered through continuing education programs.

The Board established a Tuition Work Group¹ to develop regulations for the implementation of HB 7237 and present recommendations to the Budget and Finance Committee (Committee) for consideration. The Work Group met during the summer of 2010 to develop proposed language for reviewing new fees, changes to existing fees, and block tuition. This language was reviewed by the Committee on September 15, 2010, with a recommendation that Board Regulation 7.003, Fees, Fines and Penalties, be amended to reflect the language proposed by the Work Group. The amended regulation was adopted by the full Board in November.

The Work Group continued to meet during the fall to develop proposed language for market tuition rates. At the November meeting, the Committee reviewed proposed amendments to Board Regulation 7.001, Tuition and Associated Fees, to address market tuition. The Committee approved the amendments and the updated Regulation was adopted by the full Board in January, 2011.

Process for Creating New Fees

Proposals are submitted to the Board office in the spring with the Committee meeting in June to review proposals, and make a recommendation to the full Board. If a university proposal is denied by the full Board, the university may file an appeal to the Board's Tuition Appeal Committee. All new fees approved are to be implemented in the fall term.

Annual Report

Section 1009.24(15)(f) Florida Statutes requests the Board to submit an annual report to the Senate, House, and Governor summarizing the new fee proposals received by the Board during the preceding year and actions taken in response to such proposals.

Section 1009.24(15)(f) - The Board of Governors shall submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor summarizing the proposals received by the board during the

¹ Consisting of Governors Perez, Duncan, Tripp, and Franklin and Provosts Abele (FSU), Glover (UF), and Workman (UNF).

preceding year and actions taken by the board in response to such proposals. The Board of Governors shall also include in the annual report the following information for each fee established pursuant to subparagraph (a)¹:

1. The amount of the fee.
2. The total revenues generated by the fee.
3. Detailed expenditures of the revenues generated by the fee.

New Fee Proposals

In March 2013, two new fee proposals² were submitted to the Committee for consideration:

University	New Fee Proposed
FAMU	Green Fee
FSU	Green Fee

The Committee met on June 20, 2013 and heard presentations from students representing both of the universities on their respective fee proposal. After discussion, there was a motion to approve both new fee requests but no second motion. Therefore the motion died and no vote was taken.

No new fees were implemented for the fall of 2013.

² The formal proposals are available for review from the Board office.

Tuition Differential Fee Report



STATE
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of FLORIDA
Board of Governors

December, 2013

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Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 2013.

Executive Summary

The tuition differential fee was created in statute in 2007 and was first charged by five state universities in the 2008-09 academic year. The 2009 Legislature expanded the statute to include all state universities. The 2009 tuition differential fee statute includes specific provisions for need-based financial aid and performance accountability, and it set an upper limit of all tuition and fees at the national average¹ for public universities. The universities are to use the funds generated by the tuition differential fee to invest in undergraduate instruction and undergraduate student support services.

The Board of Governors implemented the tuition differential fee throughout the State University System and is monitoring university implementation and performance.

- The Board's tuition and fee Regulation 7.001 defines the process for proposing, approving, and monitoring the success of each university's tuition differential fee. This regulation includes requirements for use of financial aid funds generated by the fee to ensure that undergraduate need-based aid increases at least as much as the law envisions.
- The Board continues to monitor the fiscal and programmatic uses of the tuition differential fee revenue.

In 2012-13, each state university charged a tuition differential fee, with rates ranging from \$35.14 to \$52.29 per credit hour and reported 2012-13 revenues of \$236.4 million. The funds provided need-based financial aid and support undergraduate education through investments in faculty and advisors, course offerings and course sections, and other undergraduate educational resources.

There were no requests to increase the tuition differential fees for the 2013-14 academic year. In the current (2013-14) academic year, the tuition differential fee rates range from \$35.14 to \$52.29 per credit hour. These funds will contribute an estimated \$240.9 million for institutional need-based financial aid and undergraduate educational services.

¹ As determined by the College Board's *Annual Survey of Colleges*

Background

The tuition differential fee was first created in statute in 2007. The charge was levied for the first time starting in fall 2008 by the five universities authorized to do so by the Board of Governors at that time (FIU, FSU, UCF, UF, and USF). Chapter 2009-98, *Laws of Florida*, expanded the tuition differential to allow the Board of Governors to consider proposals from all state universities.

The 2009 law codified a process by which each university board of trustees may annually propose to the Board of Governors (the “Board”) a tuition differential fee to improve undergraduate instruction. To balance these quality improvements with affordability, 30 percent of tuition differential revenues are to be set aside for undergraduate need-based financial aid. The law limits the annual increase in the aggregate sum of tuition and the tuition differential fee to 15 percent growth per year, and it sets a cap on in-state, undergraduate tuition and fees at the national average of four-year public institutions. The law also requires an annual report from the Board to the Legislature regarding the impacts of these new revenues on the State University System (the “System”). This report provides a summary of Board and institutions’ implementation of the tuition differential statute.

In the 2010 legislative session, the Legislature amended this statute to include explicitly the recipients of STARS prepaid scholarships as “students who exhibit financial need” and therefore qualify for tuition differential-funded need-based aid. The statutory change also clarified that waivers of the tuition differential fee granted to students receiving need-based awards may be counted toward the 30 percent need-based aid requirement.

In the 2011 legislative session, the Legislature amended this statute again, stating that if the tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining from the 30 percent that would have been used for students with financial need, the university may expend the excess portion for other undergraduate education needs.

Tuition Differential Fee Proposals and Approval Process

Although no university proposals for tuition differential fee increases were submitted for the 2013-14 academic year, any proposal submitted must include:

- an accounting for how prior year revenues were spent;
- an outline of planned expenditures for the proposed year; and
- a description of accountability metrics by which the university will monitor the impact of the tuition differential expenditures.

Following the process outlined by the Board, university boards of trustees submit tuition differential fee proposals to the Board of Governors. The Board of Governors meets each June to receive and discuss university work plans. The work plans would include the universities' tuition differential fee proposals, and the Board would consider them at that time.

Proposal Framework

- A university board of trustees may submit a proposal to the Budget and Finance Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential fee to be effective with the fall academic term.
- The proposal must include the trustees' approval date, the campus or center location where the tuition differential fee will apply, the course or courses for which the tuition differential fee will be assessed, the percentage increase of the tuition differential fee from the prior year, the total amount per credit hour, the total tuition differential fee amount for 30 credit hours, and a description of the initiatives and estimated expenditures for the 70% of funds used to support undergraduate education and the 30% of funds providing student need-based financial aid.
- Each proposal must indicate how the university will monitor the success of the tuition differential fee.

Board Review and Approval

The Budget and Finance (Budget) Committee meets in June each year to review the proposals and make a recommendation on each proposal to the full Board. In addition to reviewing the proposals, the Budget Committee examines data gathered as part of the University Annual Reports, instituted pursuant to Regulation 2.002, as well as detailed reporting of financial aid sources and disbursements sufficient to ensure statutory compliance.

The Board will act upon the Budget Committee recommendation at its June meeting each year. If a university board of trustees' proposal is denied, a Tuition Appeals Committee will meet within ten days after the Board's denial to consider a university board of trustees' request for reconsideration.

2012-13 Tuition Differential Fee Summary

In 2012-13, all state universities charged a tuition differential fee. In total, universities generated \$236.4 million from the tuition differential fee, \$70.9 million in need-based financial aid and \$165.5 million to support undergraduate education.

2012-13 Tuition Differential Fee Per Credit Hour and Revenues

University	Per Credit Hour Fee	Actual Revenues
FAMU	\$36.38	\$9,317,774
FAU	\$40.13	\$18,889,777
FGCU	\$36.38	\$8,404,420
FIU	\$52.29	\$ 41,710,632
FPU*	\$0	\$0
FSU	\$49.59	\$ 30,035,814
NCF	\$40.13	\$ 867,129
UCF	\$44.20	\$ 44,021,427
UF	\$44.17	\$ 27,899,543
UNF	\$37.63	\$ 10,553,757
USF-Tampa	\$46.88	\$ 29,072,717
USF-St. Petersburg	\$35.14	\$3,438,880
USF-Sarasota/Manatee	\$35.14	\$1,397,116
USF-HSC	\$46.88	\$2,956,633
UWF	\$38.88	\$ 7,846,391
SUS TOTAL		\$ 236,412,010

Source: Board of Governors

*Information not available for Florida Polytechnic University (FPU)

Seventy percent of the tuition differential fee revenue must be spent on undergraduate education. The universities reported that these revenues were used to hire additional undergraduate faculty and academic advisors and to preserve or increase course offerings.

Staffing and Course Sections

University	Adjuncts/ Faculty Hired and/or Retained	Advisors Hired and/or Retained	Course Sections Added and/or Saved
FAMU	25	15	903
FAU	155	9	930
FGCU	57	8	342
FIU	274	48	1,456
FPU*	0	0	0
FSU	218	33	2,795
NCF	11.60	5	44
UCF	343	29	2730
UF	121	3	559
UNF	90	---	540
USF-Tampa	24	16	128
USF-St. Petersburg	26	2	110
USF-Sarasota/Manatee	99	---	281
UWF	63	1	540
SUS TOTAL	1,444	169	11,358

Source: Board of Governors 2013 Work Plan

*Information not available for Florida Polytechnic University (FPU)

The statute also requires that 30 percent of revenue be spent on undergraduate need-based financial aid and contains an additional non-supplanting provision regarding those funds.² The Board's Regulation 7.001(13)(b)4 outlines for universities the parameters by which to determine compliance with that statute, and universities submitted to the Board office in December 2012 the information necessary to monitor statutory compliance.

² Section 1009.24(16)(a), Florida Statutes includes the following: "This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources."

The Board monitors compliance with this and other state financial aid-related statutes using data and narratives submitted by universities in the latter part of the calendar year.

The \$70.9 million allocated to need-based financial aid provided scholarship awards to over 43,400 students.

43,479 Students Received a Financial Aid Award

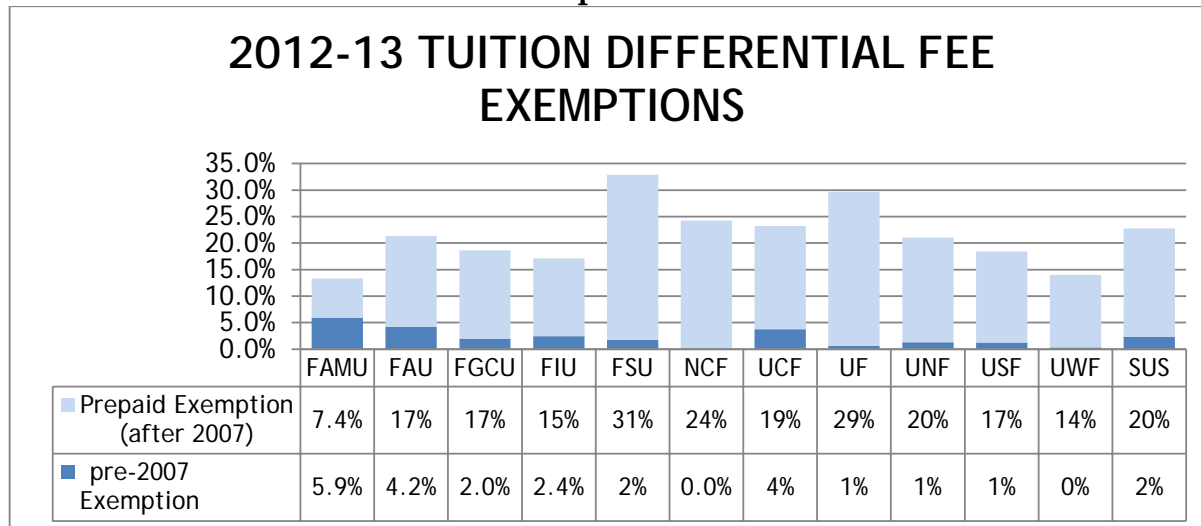
University	# of Students Receiving an Award	Minimum Awarded	Maximum Awarded
FAMU	1,479	\$85	\$5,500
FAU	3,299	\$48	\$3,266
FGCU	1,130	\$11	\$8,570
FIU	6,938	\$97	\$6,350
FPU*	0	\$0	\$0
FSU	4,125	\$125	\$3,100
NCF	64	\$81	\$13,000
UCF	14,803	\$205	\$3,975
UF	1,314	\$113	\$13,994
UNF	896	\$500	\$7,500
USF-Tampa	7,033	\$121	\$4,000
USF-St. Petersburg	809	\$250	\$2,500
USF-Sarasota/Manatee	298	\$250	\$2,000
UWF	1,291	\$127	\$2,500
SUS TOTAL/AVERAGE	43,479	\$155	\$5,866

Source: Board of Governors 2013 Work Plan

*Information not available for Florida Polytechnic University (FPU)

Although a significant amount of revenue is generated from the tuition differential fee, a large number of students are exempt from paying the fee. Students who had Florida PrePaid contacts prior to July 1, 2007 and students who were in attendance at the university before July 1, 2007 and maintain continuous enrollment are exempt. Depending on the university, the percentage of students exempt range from 13 percent to 33 percent of total undergraduate credit hours

2012-13 Tuition Differential Fee Exemptions



2013-14 Tuition Differential Fee Summary

In 2013-14, eleven state universities are charging a tuition differential fee. The fee ranges from \$35.14 to \$52.29 per credit hour. In total, SUS institutions estimate \$240.9 million will be generated from the tuition differential fee. These funds will contribute an estimated \$72 million to institutional need-based financial aid and an additional \$168 million in undergraduate educational services.

The 2012-13 tuition differential fee proposals approved by the Board of Governors in June 2012 and subsequent data submitted with university operating budgets provided the following preliminary information detailing the estimated revenues and the planned expenditures of those revenues. These planned uses continue during the 2013-14 year.

Planned Uses of the Tuition Differential Fee Revenues

University	Uses
FAMU	Faculty hires; academic advising; first year experience program; online academic curriculum mapping/academic advising module (AAM); student debt management program
FAU	Ensure access, degree completion, meet student demand, continue FTE goals and augment student advising
FGCU	Hire faculty and staff; add breadth and depth to academic programs; enhance student advising

	programs
FIU	Hire undergraduate faculty/advisors; undergraduate journals and databases; undergraduate academic support;
FPU*	NA
FSU	Entrepreneurial University initiative; STEM excellence; critical needs for student success
NCF	Seminars in critical inquiry; Writing Resource Center; Quantitative Resource Center; Pritzker Marine Science program and Gender Studies program; library and adjunct faculty; library electronic resources: Wiley and SciFinder
UCF	Maintain/increase undergraduate course offerings; maintain/hire faculty; other undergraduate student support such as Department of Writing & Rhetoric program, Office of Pre-Professional Advising, more individualized instruction for math and English courses, and support for Academic Advising Enhancement Program for First Time in College students, second-year sophomores, and transfer students
UF	Fund faculty/advisors working with undergraduates;
UNF	Hire/maintain faculty to add course sections
USF-Tampa	Academic advising and veteran's support services; workforce/job placement efforts especially in STEM; financial counseling
USF-St. Petersburg	Need-based financial aid; academic advising; job placement efforts
USF-Sarasota/Manatee	Initiatives to encourage timely college completion rates
UWF	Hire faculty/instructors; support for persistence and completion initiative; create office of undergraduate research; support Office of Financial Aid ; support for Marine Services Center; provide funding for the 2UWF Program, which provides a seamless transition from Gulf Coast State College to UWF

Source: Board of Governors

*Information not available for Florida Polytechnic University (FPU)

2013-14 Tuition Differential Fees and Estimated Revenues

Institutions	Per Credit Hour Fee	Estimated Revenue
FAMU	\$36.38	\$7,871,139
FAU	\$40.13	\$18,619,593
FGCU	\$36.38	\$9,908,962
FIU	\$52.29	\$40,525,026
FPU*	\$0	\$0
FSU	\$49.59	\$31,359,674
NCF	\$40.13	\$865,203
UCF	\$44.20	\$46,618,460
UF	\$44.17	\$28,483,687
UNF	\$37.63	\$9,564,408
USF-Tampa	\$46.88	\$29,499,995
USF-St. Petersburg	\$35.14	\$4,533,845
USF-Sarasota/Manatee	\$35.14	\$1,505,543
USF-HSC	\$46.88	\$3,274,040
UWF	\$38.88	\$8,356,296
TOTAL		\$240,985,871

Source: Board of Governors

*Information not available for Florida Polytechnic University (FPU)

Performance Accountability

Universities' annual accountability reports, to be reviewed and approved by the Board in January 2014, include performance metrics related to undergraduate education that are specifically identified in the tuition differential statute. In addition, university tuition differential fee proposals and reporting will allow the Board to monitor more specifically the impact of the tuition differential fee at each university based on how the university has elected to spend those revenues. The tuition differential proposals approved by the Board may also include additional metrics individual universities identify in order to track more specifically the impact of the institution's particular uses of the tuition differential fee revenues.

The Board's Annual Report will contain these statutory performance measures and additional data and narratives. This performance monitoring will inform the Board's review of future tuition differential proposals.

Statutory Performance Measures

Section 1009.94(16)(e)5, Florida Statutes, lists a set of measures, at a minimum, that universities shall report to the Board.

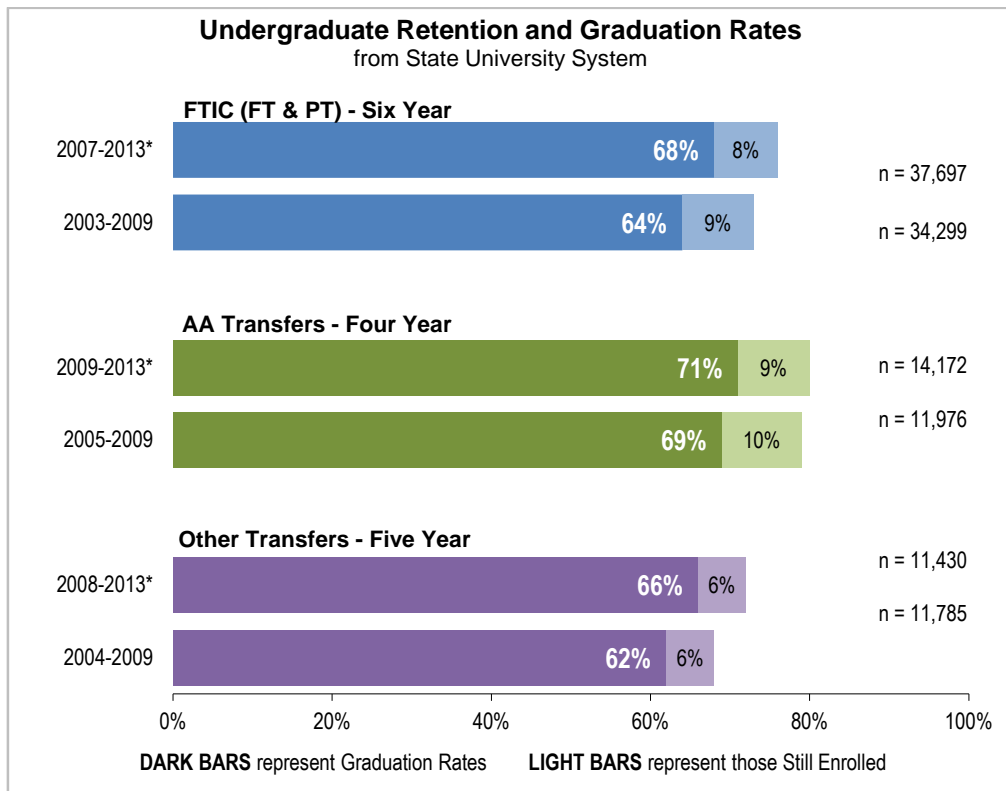
"Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses."

Since the universities did not begin charging the tuition differential fee until the beginning of the fall 2009 term, only four years of data are available for reviewing any impact initiatives have had on various performance measures. In addition, some universities have been very focused on the use of the tuition differential fee revenue, such as, hiring more advisors. Thus, many of these measures would be unaffected by the implementation of the tuition differential fee.

Retention and Graduation Rates

The chart below shows the change over the last six years in the System-wide six-year retention and graduation rate for cohorts of first-time-in-college students (or FTIC students, usually those following a more traditional path of entering the university directly from high school), the four-year rate for AA transfer students (those transferring from a Florida College with an associate in arts degree), and the five-year rate for “Other” transfers (those not in the other two groups).³

System-Wide Undergraduate Graduation Rates Have Improved Slightly While Retention Slightly Decreases * The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of “late degrees”.



Source: Board of Governors

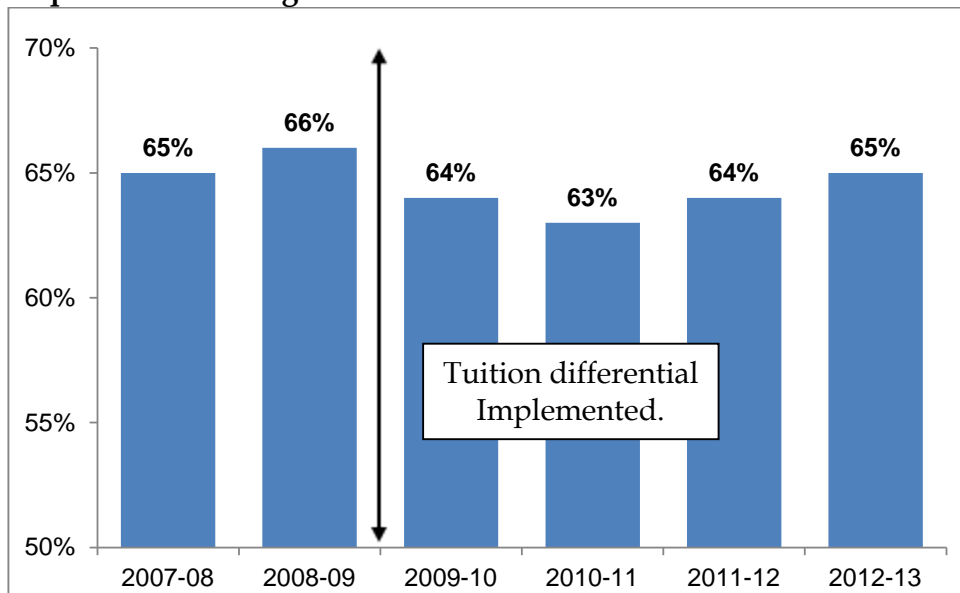
* The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of “late degrees”.

³ Federal reporting requirements focus exclusively on the first-time-in-college students, and typically the focus is on six-year graduation rates of those enrolled full time. However, because more than half of the students in the State University System enter through another path and because so many students attend part time, the Board has expanded its monitoring of student progression to include a much broader set of students and enrollment patterns.

Excess Hours

The following chart reports the percentage of bachelor's degrees awarded within 110% of the hours required for the degree (no excess hours) over the last five years. The data show that the percentage of students graduating without excess hours has declined over the last five years. Students graduate with excess hours for a variety of reasons, such as changes in major and course withdrawals. Relatively low tuition and state financial aid programs that pay for hours in excess of the minimum required may be monetary disincentives to reducing excess hours. Legislation passed in 2009 created an excess hour surcharge (modified in 2011) and required repayment of Bright Futures awards for withdrawn courses, and these both may motivate students to reduce excess hours going forward.

The Percentage of Bachelor's Degrees Awarded within 110% of the Hours Required for the Degree Has Declined from 2009-10 Level



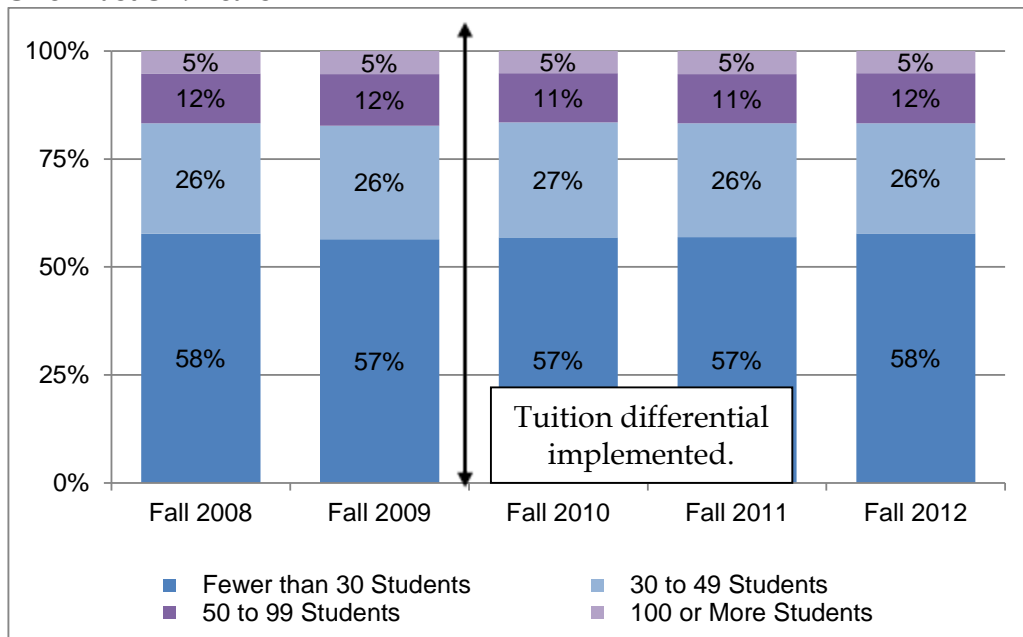
Source: Board of Governors

Undergraduate Course Offerings

The statute requires a report of change in the number of undergraduate course offerings. Several of the universities indicated that tuition differential revenue was used to replace state funding reductions that would have seen a decline in the number of faculty that could teach courses.

The following chart reports the distribution of course sections by size and how that has changed in the last five years, showing an increase in the percentage of larger sections and a decrease in the percentage of smaller sections. However, for Fall 2012 the percentage of smaller sections remained roughly the same from Fall 2010 and 2011.

Undergraduate Course Section Sizes Have Remained Relatively Unchanged Over Past Six Years

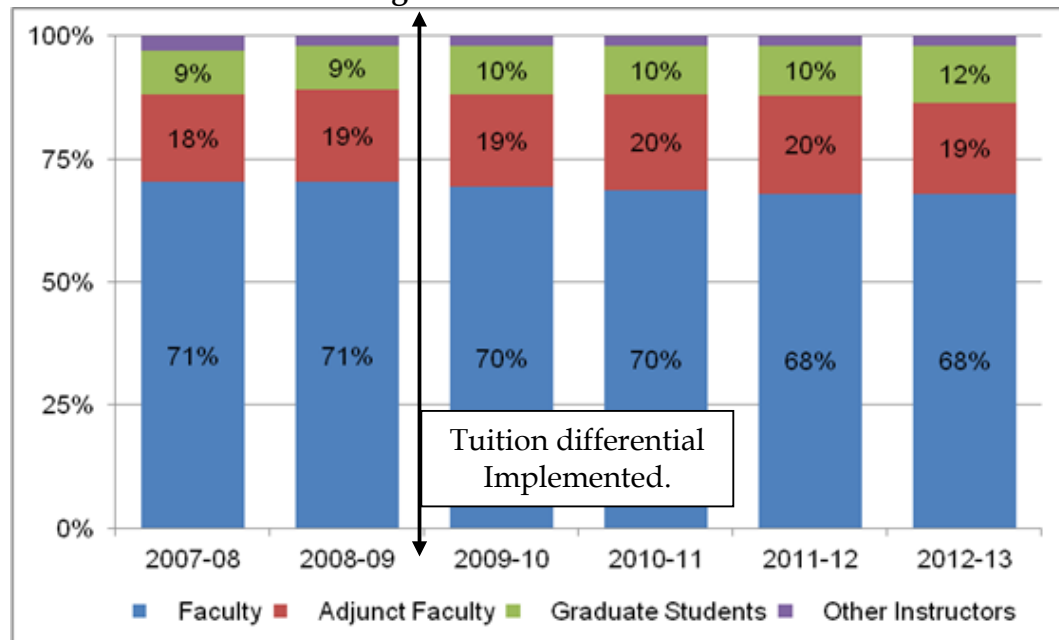


Source: Board of Governors

Percentage of Undergraduates Taught by Faculty

The statute requires a report of the percentage of undergraduates taught by faculty. The chart below reports the percentage of undergraduate credit hours taught by different types of instructors: faculty, adjunct faculty, graduate students, and other instructors (e.g., administrators not on faculty pay plans).

The Percentage of Undergraduate Credit Hours Taught by Different Types of Instructors Shows No Change over 2011-12



Source: Board of Governors

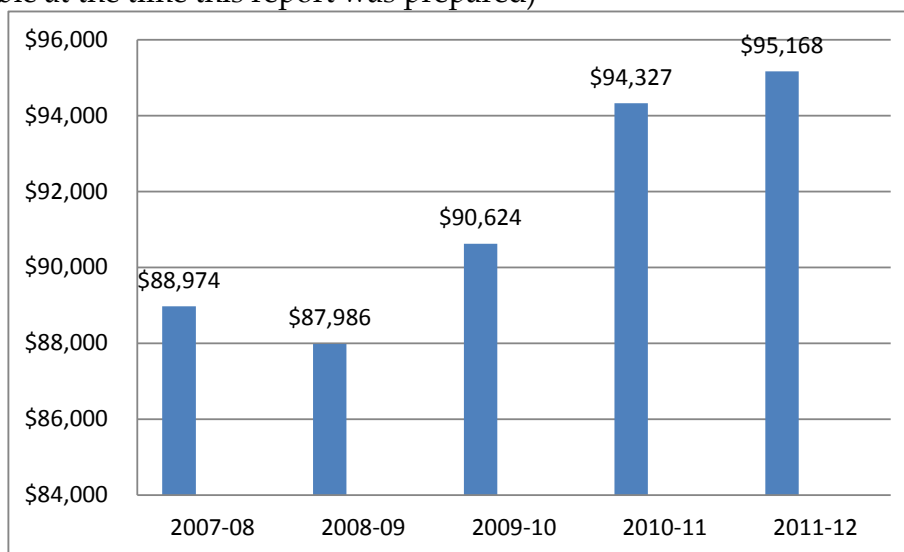
Undergraduate Faculty Compensation

As required by statute, the chart below reports the average compensation of faculty teaching undergraduates and how that has changed over the last five years. This chart captures the annualized (fall and spring) salary and benefits paid to faculty who taught at least one undergraduate course. No university indicated that tuition differential funds were being used for cost-of-living adjustments.

Faculty compensation will vary among universities and over time for a variety of reasons. Research-intensive universities nationally tend to pay higher salaries than universities with less of a focus on research. Science, engineering, health, and business faculty tend to earn more than faculty in liberal arts, education, and social sciences. And, in many cases, salary compression can lead to newer faculty earning as much or more than established faculty. Institutional and

System-wide averages will reflect all these factors. Moreover, although there have been no state cost-of-living adjustments to employee salaries since 2006-07 (an adjustment was provided effective October 2013), as universities have managed through budget reductions, some have provided salary increases or bonuses to faculty in an effort to focus remaining resources on maintenance and improvement of the quality of instruction and research.

Average Compensation Paid to Faculty Teaching Undergraduates Rose 1.3% Annually, on Average, from 2007-08 to 2011-12 (data for 2012-13 was not available at the time this report was prepared)



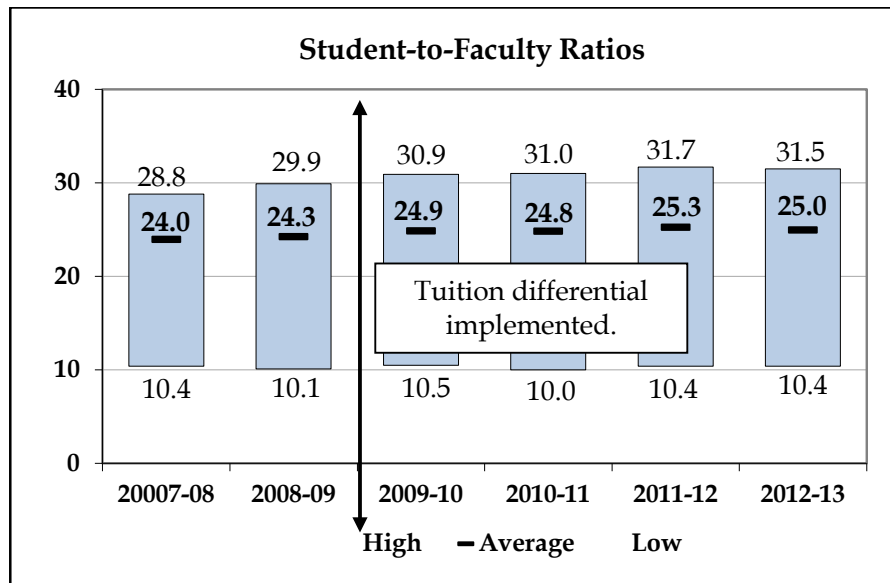
Source: Board of Governors

Student-Faculty Ratios

Student-faculty ratios are included in the Board's Annual Report and reported here for the last six years. System-wide, the ratio declined from 24 full-time equivalent students per full-time equivalent faculty member in 2007-08 to 25.0 in 2012-13.⁴ This would indicate that universities have been unable to maintain student-faculty ratios due to other state budget reductions.

⁴ There are a variety of methods used nationally to compute a student-faculty ratio. Therefore, although these numbers differ from some prior Board of Governors' presentations on this issue, they are consistent with the most commonly used national methodology. For the purposes of this metric, faculty and students are counted excluding those in stand-alone graduate or professional programs, and instructors without faculty status and graduate student assistants are also excluded from the faculty counts.

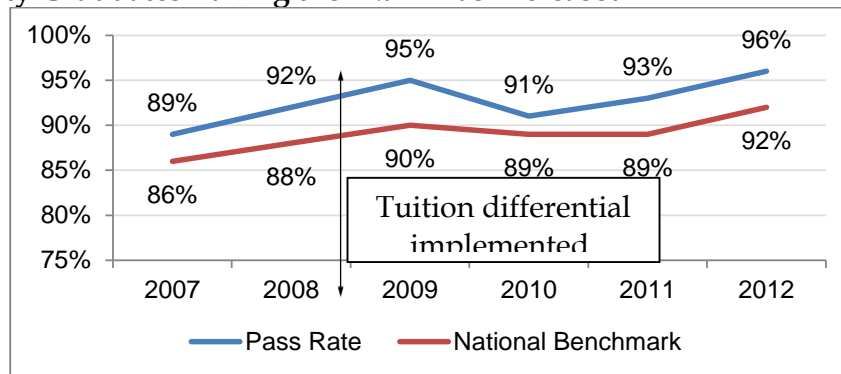
The Student-Faculty Ratio Has Decreased On Average during the Last Six Years



Licensure Exam Pass Rates

The statute also requires reporting of licensure examination pass rates. For the undergraduate level, the Board's 2013 Annual Report includes nursing licensure exam data. Below are the calendar-year pass rates on the National Council Licensure Examination (NCLEX) for Registered Nurses who are graduates of State University System baccalaureate-level nursing programs. The data are presented along with the national benchmark, which is the average first-time pass rate for all baccalaureate-level nursing programs.

Nursing Licensure Exam Pass Rates Have Improved as the Number of University Graduates Taking the Exam Has Increased



Conclusion

The tuition differential fee supports significant investments in state university undergraduate education. This fee has provided the institutions with a mechanism they did not previously have – a source of more predictable funding. Being able to plan a longer-term budget built around the predictability of tuition revenue assists the universities with strategic goal setting and management. Most importantly, the revenue provides for improvements to educational services for all university undergraduates and financial aid to students with need. The annual reporting on the revenue, uses of the dollars, and impact on performance metrics will ensure that the State University System continues to be transparent and accountable to the public with regard to its stewardship of this revenue source.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 16, 2014**

SUBJECT: Performance Funding Model

PROPOSED COMMITTEE ACTION

The Committee will consider the finalization of the performance funding model.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board began working on a performance funding model in the fall of 2012. After receiving input from key stakeholders, university representatives and national leaders, a model has been developed.

The model has been developed in accordance with the Board's four principles:

1. Use metrics that align with Strategic Plan goals;
2. Reward excellence or improvement;
3. Have a few clear, simple metrics; and
4. Acknowledge the unique mission of the different institutions.

The model consists of ten metrics; eight metrics that apply to all universities, one metric chosen by the Board, and one by Board of Trustees. Benchmarks have been established with a point scale of one to five. Universities will receive points based on achieving 'Excellence' on each metric or by the 'Improvement' on each metric, whichever is higher.

Supporting Documentation Included: To be provided.

Facilitators/Presenters: Governor Kuntz
Tim Jones



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Board of Governors Meeting
Cohen Center Ballroom
Florida Gulf Coast University
Ft. Myers, Florida
January 16, 2013
10:00 a.m.
or Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Remarks on the State of the University System:** *Chair Mori Hosseini*
2. **Approval of Meeting Minutes:** *Chair Hosseini*
 - A. Board of Governors, **November 21, 2013**
3. **Chancellor's Report:** *Chancellor Marshall Criser, III*
4. **Public Comment:** *Chair Hosseini*
5. **Confirmation of Reappointment of President for University of North Florida:** *Chair Hosseini*
6. **Facilities Committee Report:** *Governor H. Wayne Huizenga, Jr.*

Action:

 - A. **Florida Gulf Coast University Educational Plant Survey Validation**
 - B. **Amend the 2014-2015 SUS Fixed Capital Outlay Legislative Budget Request**

7. **Select Committee on Florida Polytechnic University Report:**
Governor Tom Kuntz
8. **Strategic Planning Committee Report:** *Governor Dean Colson*
Action:
 - A. [2012-2013 State University System Accountability Report](#)
9. **Innovation and Online Committee Report:** *Governor Ned Lautenbach*
Action:
 - A. [Task Force on Postsecondary Online Education in Florida Final Report](#)
10. **Budget and Finance Committee Report:** *Governor Tom Kuntz*
Action:
 - A. [Task Force on Postsecondary Online Education in Florida](#)
 - B. [2013 New Fees and Tuition Differential Reports](#)
 - C. [Performance Funding Model](#)
11. **Concluding Remarks and Adjournment:** *Chair Hosseini*

(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.)

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor’s Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: Chair's Report to the Board of Governors and Remarks on the State of the University System

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Mori Hosseini, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: Approval of Minutes of Meetings held November 20-21, 2013

PROPOSED BOARD ACTION

Approval of minutes of the meetings held on November 20-21, 2013 at Florida International University, Miami.

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 November 20-21, 2013 at Florida International University, Miami.

Supporting Documentation Included: Minutes: November 20-21, 2013

Facilitators/Presenters: Chair Mori Hosseini

MINUTES: BOARD OF GOVERNORS

NOVEMBER 20-21, 2013

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA INTERNATIONAL UNIVERSITY
MODESTO A. MAIDIQUE CAMPUS
BALLROOM, GRAHAM CENTER
11200 SW 8TH STREET
MIAMI, FLORIDA
NOVEMBER 20-21, 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 INTERNATIONAL UNIVERSITY
MODESTO A. MAIDIQUE CAMPUS
BALLROOM, GRAHAM CENTER
11200 SW 8TH STREET
MIAMI, FLORIDA
NOVEMBER 20-21, 2013

1. Call to Order

Chair Dean Colson convened the meeting at 2:05 p.m., on November 20, 2013, with the following members present and answering roll call: Vice Chair Mori Hosseini; Dick Beard; Matthew Carter (participating by phone); Carlo Fassi; Pat Frost; H. Wayne Huizenga, Jr.; Tom Kuntz; Ned C. Lautenbach; Alan Levine; Ed Morton; Commissioner Pam Stewart; Norman Tripp and Elizabeth Webster. Dr. Manoj Chopra joined the meeting at 2:08 p.m. Wendy Link joined the meeting at 2:10 p.m.

Chair Colson thanked President Rosenberg, Chair Maury, and Florida International University for hosting the Trustee Summit 2013 and the meeting.

2. Chancellor Search Committee Report

Chair Colson stated that the Board would consider the recommendation of a new chancellor by the Chancellor Search Committee. He thanked the Committee for working diligently. He said that he was pleased that the Board has the opportunity to take action on the Committee's thoughtful and well-reasoned recommendation.

Chair Colson asked the General Counsel Vikki Shirley whether any requests for public comment related to this item were received. Ms. Shirley said no requests were received.

Chair Colson called on Governor Hosseini for the Chancellor Search Committee Report.

Mr. Hosseini reported that the Chancellor Search Committee held its first meeting on September 25, 2013. He further reported that the Committee approved a phased search process and a position description. He said that the Committee stressed that it was looking for a proven leader with executive-level experience who had a track record of involvement in complex higher education and political environments.

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Mr. Hosseini reported that online advertisements were placed in publications including the Chronicle of Higher Education, Diverse Magazine, Higher Ed Jobs, Hispanic Outlook Magazine, Inside Higher Ed, and Women in Higher Education. He said that the Committee was extremely pleased with the response to the call for nominations and applications at the end of the initial application period.

Mr. Hosseini further reported that the Committee held a conference call on November 7, 2013 to review applications. He said that the Committee emphasized the need to find a proven leader who could do three things: (1) navigate complex higher educational and political environments, (2) articulate the Board's priorities and (3) understand the specific challenges that the System faces.

Mr. Hosseini said that the Committee felt that the overall pool of applicants was highly-qualified and that Dr. Chopra commented that the pool was faculty-friendly. Mr. Hosseini reported that the pool included six current or former provosts, six current or former deans, three former presidents, two current or former system heads, and three CEOs. Mr. Hosseini reported that the Committee voted unanimously to invite four candidates for interviews on November 12, 2013 and to make a decision about interviewing two additional candidates as needed.

Mr. Hosseini reported that the Committee interviewed four candidates in person on November 12, 2013. He stated that the Committee agreed that all of the candidates were qualified for the position but one candidate rose to the top as the person who could best articulate the Board's priorities and understand the specific challenges that the System faces. He further reported that the Committee voted unanimously to recommend that the Board appoint Marshall Criser, III as the next Chancellor.

Chair Colson moved that the Board appoint Marshall Criser, III as Chancellor and delegate authority to Vice Chair Mori Hosseini to negotiate an employment agreement with Mr. Criser and to execute the agreement on behalf of the Board if the total compensation does not exceed the compensation set forth in the prior agreement with Chancellor Brogan. Mr. Tripp seconded the motion. Members of the Board discussed the qualifications of Mr. Criser and the cost-savings of the process that the Committee followed. After discussion, the members of the Board concurred unanimously with the motion.

Chair Colson congratulated Chancellor Designate Criser and recognized his wife Kimberly Criser. Chair Colson invited Mr. Criser to address the Board.

Chancellor Designate Criser thanked Chair Colson, Vice Chair Hosseini, the members of the Search Committee, and the members of the Board of Governors for placing their trust in him. He also thanked the administrators, faculty, and students across the System for what they have taught him in the past and said that conversation and education process would continue to be invaluable. He thanked Chancellor Brogan for

MINUTES: BOARD OF GOVERNORS

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building a competent, professional team and recognized Dr. Ignash for her service to the State during the time of transition.

Mr. Criser said that the Board of Governors has built a foundation that is absolutely focused on the students, families, and citizens of Florida. He committed to build on the foundation comprised of academic excellence, access for Florida students, and accountability that will assure that an investment in a higher education in Florida is the best investment that can be made with public or private dollars. He thanked his wife and his family for supporting him in pursuing one of the most exciting opportunities in the State. He said that his family is looking forward to moving back to Tallahassee.

Chair Colson said that the Board was looking forward to working with Chancellor Designate Criser. He stated that the Board was lucky to have attracted someone with his skills to lead the System.

Chair Colson recognized three former members of the Board of Governors: (1) Chair Carolyn Roberts, (2) Charlie Edwards, and (3) Frank Martin.

At 2:23 p.m., Chair Colson adjourned the Board. After a short break, the meeting continued with the Strategic Planning Committee.

3. Chair's Report

Chair Dean Colson re-convened the meeting at 8:34 a.m., on November 21, 2013, with the following members present: Vice Chair Mori Hosseini; Dick Beard; Matthew Carter (participating by phone); Dr. Manoj Chopra; Carlo Fassi; Pat Frost; H. Wayne Huizenga, Jr.; Tom Kuntz; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Commissioner Pam Stewart; Norman Tripp and Elizabeth Webster (participating by phone).

Chair Colson welcomed everyone to his hometown university. He thanked Florida International University for being phenomenal hosts for not only the meeting but also the Trustee Summit. He recognized President Rosenberg.

President Rosenberg said that he would like to cede his welcome to some incredible FIU students because they are the reason that the Board exists. He introduced Michael Perez, Medjy Pierre Louis, and Shahed Al-Tammar.

Mr. Perez informed the Board that he participates in the Academy for Advanced Academics and is both an FIU sophomore and a high school senior. He stated that he will graduate from high school with more than sixty credits, will begin immediately in his major taking upper-level courses in chemistry, and intends to enroll in medical

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school. He thanked FIU for the opportunity on behalf of the 6,000 dual-enrollment students.

Ms. Pierre-Louis told the Board that she is a freshman who has a Gates Millennium Scholarship and chose FIU strategically because she knew that FIU would provide the opportunities and resources to help her achieve her goal of opening a global organization to assist students in pursuing higher education. She said that her father's educational struggles in Haiti inspired her life goal.

Ms. Al-Tammar said that she is in the Ph.D. program in the department of public administration. She graduated from the American University of Kuwait with a degree in finance and accounting. She started a youth movement in Kuwait and represented Kuwait at international leadership conferences. She worked at an investment firm in New York City and obtained a master's degree from the University of Pennsylvania. In choosing FIU, she looked at the quality of the programs offered, the caliber of the faculty members, and the ability to link academia to real-world settings. She said that she plans to apply her knowledge in Kuwait. President Rosenberg informed the Board that Ms. Al-Tammar will be the first female in her country to have a Ph.D. in public administration.

Chair Colson remarked that these students illustrate perfectly the importance of FIU to the System and to the Miami community. He thanked Mr. Perez, Ms. Pierre-Louis, and Ms. Al-Tammar.

Chair Colson recognized Vice Chair Hosseini's daughter Nika. He thanked Mr. Hosseini for his work on the Trustee Summit. He informed the members that Trustees from all twelve universities took part in the Summit participating in round table discussions about leadership; academic and student affairs; budget, finance, and audit; and facilities. Chair Colson thanked President Thomas Ross, head of the seventeen-campus University of North Carolina System, and Vice Chancellor Andrew Hamilton from the University of Oxford for the session on how universities can be globally competitive.

Chair Colson updated members on presentations that he, Governor Beard, Governor Kuntz, and Interim Chancellor Ignash made at the Florida Council of 100 meeting. He also informed the Board about his presentation at the American Council of Trustees and Alumni meeting.

Chair Colson recognized Chancellor Designate Marshall Criser III and welcomed him.

4. Approval of Meeting Minutes

A. Board of Governors Retreat held September 10-11, 2013

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Ms. Frost moved that the Board approve the Minutes of the Retreat held on September 10-11, 2013, as presented. Mr. Beard seconded the motion, and the members concurred.

B. Board of Governors Meeting held September 12, 2013

Mr. Tripp moved that the Board approve the Minutes of the Meeting held on September 12, 2013, as presented. Ms. Frost seconded the motion, and the members concurred.

C. Board of Governors Meeting held September 27, 2013

Ms. Frost moved that the Board approve the Minutes of the Meeting held on September 27, 2013, as presented. Mr. Hosseini seconded the motion, and the members concurred.

5. Interim Chancellor's Report

Chair Colson recognized Interim Chancellor Ignash for her report. Interim Chancellor Ignash reported that all plates continue to spin during the transition. She reported that work is under way on performance-based funding, the Commission on Access and Attainment, the annual accountability report, and numerous other initiatives.

Interim Chancellor Ignash recognized Janet Owen and Brent Jaquet for organizing System participation in a Department of Defense R&D Workshop in Washington D.C. She reported that top federal officials reviewed priorities and that there is an opportunity to coordinate a System approach to pursuing federal research funding.

Interim Chancellor Ignash reported on meetings with Senate and House policy and budget chairs about the upcoming Legislative Session. She also informed the Board about presentations to Senate and House committees. She reported on the Higher Education Coordinating Council meeting.

Interim Chancellor Ignash updated the Board on efforts to hire staff to support the Health Initiatives Committee. She stated that we are negotiating a contract with the consultant and have hired Amy Beaven who currently works at the University of Texas Houston in the Health Sciences department

Interim Chancellor Ignash reported on meetings with the Florida Association of Colleges of Teacher Education leadership, Microsoft education representatives, and SciQuest.

Interim Chancellor Ignash introduced new staff member Jonathan Vidales. She reported on presentations that staff made at national conferences

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Interim Chancellor Ignash thanked the Board for the opportunity to serve during the transition. She welcomed Chancellor Designate Criser. Chair Colson asked the Board to recognize Interim Chancellor Ignash. He thanked the Board office staff for making the transition seamless.

6. Public Comment

No requests for public comment were received.

7. Frost Scholarship Programme Presentation

Chair Colson thanked Governor Patricia Frost and her husband Phillip for the Frost Scholarship Programme at the University of Oxford. He reported that the Frosts have endowed ten scholarships for students in the State University System to pursue master's degrees in STEM at the University of Oxford.

Chair Colson introduced Professor Andrew Hamilton, Vice Chancellor of the University of Oxford. Professor Hamilton thanked the members of the Board and said that it was an enormous privilege to formally announce the Frost Scholarship Programme. He compared the scholarship to the Rhodes Scholarship.

Professor Hamilton provided historical information about Oxford, including the connection between Oxford and the United States. He reviewed Oxford graduates from the United States ranging from Sir Walter Raleigh and James Oglethorpe to Bobby Jindal and Cory Booker. He described the benefits of attending Oxford, including its faculty, facilities, and student life. He provided information about STEM efforts at Oxford. He described the close working relationships between students and faculty.

Professor Hamilton introduced the new Frost Scholarship Programme. He reviewed the eligibility criteria for the scholarship and provided information about the orientation week at Exeter College for Frost Scholars. He concluded by encouraging students in the State University System to apply.

Chair Colson said that the Frosts are among the most generous people in the Miami community. He thanked them for the Frost Scholarship Programme.

8. Election of Chair and Vice Chair for Board of Governors

Chair Colson reported that his term as Chair ends on December 31, 2013 and that he is not pursuing another term.

Chair Colson opened the nominations for the next Chair of the Board of Governors. Mr. Tripp nominated Mori Hosseini for Chair. Mr. Tripp reviewed Mr. Hosseini's

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qualifications, including his service on the Board of Governors. Mr. Tripp commented that Mr. Hosseini has been instrumental in moving the State University System forward and has transformed the Trustee recruitment and appointment process. Mr. Tripp said that Mr. Hosseini has served as Chair of the Trustee Nominating and Development Committee, the Legislative Affairs Committee, the Select Committee on Florida Polytechnic University, the Select Committee on the FSU Film School, and the Chancellor Search Committee.

Chair Colson called for other nominations for Chair. None were received.

Mr. Tripp moved that the Board elect Mori Hosseini as the Chair of the Board of Governors for a term beginning on January 1, 2014, and ending December 31, 2015. Ms. Frost seconded the motion, and the members concurred unanimously.

Chair Colson congratulated Mr. Hosseini and recognized him for remarks. Mr. Hosseini said that it will be a privilege and honor to serve the System, the State, and the country.

Chair Colson opened the nominations for the next Vice Chair of the Board of Governors. Mr. Beard nominated Tom Kuntz for Vice Chair. Mr. Beard reviewed Mr. Kuntz's qualifications, including his service on the Board of Governors. Mr. Beard said that Mr. Kuntz has proven that he is a numbers man and has taken on the difficult issue of performance funding as Chair of the Budget and Finance Committee.

Chair Colson called for other nominations for Vice Chair. None were received.

Mr. Beard moved that the Board elect Tom Kuntz as the Vice Chair of the Board of Governors for a term beginning on January 1, 2014, and ending December 31, 2015. Ms. Link seconded the motion, and the members concurred unanimously.

Chair Colson congratulated Mr. Kuntz and recognized him for remarks. Mr. Kuntz said that he is honored for the opportunity. He commented that he looks forward to making our System the best in the country and providing great opportunities for the students.

9. Confirmation of Re-appointment of President for Florida International University

Chair Colson informed members that the Board of Trustees of Florida International University on September 10, 2013 re-appointed Dr. Mark B. Rosenberg to serve as the president of Florida International University through August 3, 2019. He reported that Albert Maury, Chair of the FIU Board of Trustees submitted a request that the Board of Governors confirm Dr. Rosenberg's re-appointment.

Chair Colson recognized Mr. Maury to present President Rosenberg for re-appointment. Mr. Maury echoed Chair Colson's remarks about the unique position that

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FIU holds in the Miami community and informed the Board that he holds two degrees from FIU. Mr. Maury said that he is honored to recommend the re-appointment of President Rosenberg because President Rosenberg turns the impossible into the inevitable.

Mr. Maury reported that President Rosenberg's achievements include the establishment of the Life Sciences South Florida industry cluster, the creation of ACCESS (Achieving Community Collaboration in Education and Student Success), and the reaffirmation of accreditation by SACS. He stated that FIU is a leader in STEM education and ranks first in the nation in awarding STEM bachelor's degrees to minorities. He said that President Rosenberg's strategic approach to improving graduation rates has resulted in an improvement of more than 9 percentage points. Mr. Maury requested that the Board of Governors confirm the re-appointment of President Mark B. Rosenberg.

Mr. Tripp moved that the Board confirm the re-appointment of Dr. Mark B. Rosenberg as the president of Florida International University. Ms. Frost seconded the motion, and the members of the Board concurred in the motion unanimously.

Chair Colson congratulated President Rosenberg.

10. Confirmation of Re-appointment of President for University of North Florida

Chair Colson reported that Bruce Taylor the Chair of the Board of Trustees at the University of North Florida had been on the phone but had to leave for a medical appointment. He informed the Board that the confirmation of the re-appointment of President John Delaney at the University of North Florida would be postponed until January.

11. Approval of the Board of Governors Commission on Florida Higher Education Access and Degree Attainment Final Report and Solicitation of Grant Applications

Chair Colson recognized Interim Chancellor Ignash to present the Board of Governors Commission on Florida Higher Education Access and Degree Attainment Final Report. Dr. Ignash reported that Chair Colson established the Commission in May 2012. She reported that the Commission looked at steering higher education at the highest levels.

Dr. Ignash outlined the membership of the Commission: (1) Dean Colson, Chair, Board of Governors, (2) Marshall Criser III, Higher Education Coordinating Council and AT&T Florida, (3) Tom Kuntz, member, Board of Governors, (4) Wendy Link, member, Board of Governors, (5) Susan Pareigis, Florida Council of 100, (6) former Representative Bill Proctor, Flagler College, and (7) Kathleen Shanahan, member, State Board of Education.

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Dr. Ignash reviewed the Commission's broad, guiding questions: (1) Will the pipeline of college-age students produce enough college-ready students? (2) Should these new students attend our state universities, or is there a major role to be played by the State's colleges? (3) Will there be any future need for additional universities or colleges to meet this demand? and (4) Will the increased demand be evenly distributed around the state – or will some geographic areas be disproportionately affected?

Dr. Ignash reported that the Commission was supported by researchers from the Florida Council of 100, the Department of Economic Opportunity, the Florida College System, the Independent Colleges and Universities of Florida, the Commission for Independent Education, and the State University System. She further reported that senior policy staff from the agencies also supported the work. She stated that these groups created a crosswalk of the Department of Labor's coding system (standard occupational classifications) and education's coding system (classification of instructional programs) to identify gaps between the educational supply and the projected workforce demand.

Dr. Ignash reviewed the findings of the Commission. She stated that the first finding is that there is sufficient capacity in the current system to expand as needed without building new colleges or universities. She said that the second finding was that the State University System should work collaboratively with the Florida College System to expand upon demand in strategic ways. She reported that the third finding was that the top three critical workforce need and projections for unfilled annual openings of more than 100 at the bachelor's degree level are computer and information technology, financial services and auditing, and middle school teacher retention.

Dr. Ignash stated that the gap analysis raises additional questions. For instance, why are the attrition rates so high for middle school teachers? Are there gaps in Florida for certain sub-specialties of engineering? Why are so many engineering graduates employed in non-engineering fields? Dr. Ignash said that the Health Initiatives Committee may drill down into the data to address some of these issues.

Dr. Ignash stated that the Legislature provided \$15 million during the 2013 Session to address the highest-gap areas: computer and information technology, financial services and auditing, and middle school teacher retention. She informed members that the final report includes a grant solicitation process in which four to six grants would be awarded to institutions. She stated that the request today includes approval of the grant solicitation process with the following milestones: the grant applications would be due in February 2014, and the Board would award the grants at the March 2014 meeting. Dr. Ignash stated that the Commission would monitor the grant funds.

Dr. Ignash stated that additional analyses need to be conducted. She said that analyses could be conducted to identify gaps at the graduate level and to address emerging and

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evolving fields, for example. She said that the Health Initiatives Committee could look at emerging and evolving fields in the health fields.

Chair Colson said that one of the shocking findings was that Florida is exporting 47% of engineering graduates with baccalaureate degrees to other states. He also discussed the need to look closely at what level of degree is required because many of the available STEM jobs require not a bachelor's degree but either an associate's degree or a graduate degree. He said that the Board needs to consider these nuances when setting policy.

Members of the Board discussed the final report. Discussion topics included efforts to retain STEM graduates in Florida, specific ways to collaborate with the Florida College System, and the possibility of conducting a surplus analysis.

Mr. Lautenbach moved that the Board accept the Board of Governors Commission on Florida Higher Education Access and Degree Attainment final report, including the grant solicitation process. Mr. Chopra seconded the motion, and the members of the Board concurred.

12. Recognition of Representative Jeanette Nunez

Chair Colson recognized Representative Jeanette Nunez. He stated that Representative Nunez chairs the House Higher Education & Workforce Subcommittee and has been very supportive of the State University System.

Representative Nunez thanked Chair Colson and said that it had been an honor to work with the members of the Board. She said that she wanted to recognize Dean Colson whom she considers a friend, supporter, and mentor. Representative Nunez read a tribute to Chair Colson recognizing his valuable contributions to higher education and his dedication to the State of Florida.

13. Facilities Committee Report

Chair Colson called on Mr. Beard for the Facilities Committee report. Mr. Beard said that the Committee had four action items.

- A. Final Approval of Amendment of the State University System Board of Governors Debt Management Guidelines

Mr. Beard reported that the Board approved notice of proposed amendments to the State University System Board of Governors Debt Management Guidelines in September and that no comments were received. Mr. Beard moved that the Board approve as final the amendments to the State University System Board of Governors

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Debt Management Guidelines. Mr. Tripp seconded the motion, and the members of the Board concurred.

- B. Final Approval of Amendment of Board of Governors Regulations
 - i. Regulation 9.005 Naming of Buildings and Facilities
 - ii. Regulation 14.0025 Action Required Prior to Capital Outlay Appropriations
 - iii. Regulation 14.023 Notice and Protest Procedures

Mr. Beard reported that the Board approved notice of proposed amendments to Regulations 9.005, 14.0025, and 14.023 in September. He further reported that no comments were received. Mr. Beard moved that the Board approve as final amendments to Regulation 9.005 Naming of Buildings and Facilities, Regulation 14.0025 Action Required Prior to Capital Outlay Appropriations, and Regulation 14.023 Notice and Protest Procedures. Mr. Kuntz seconded the motion, and the members of the Board concurred.

Mr. Beard also reported on the Facilities Committee workshop that was conducted by the Committee on October 9, 2013. He stated that the Committee heard university presentations about selected high-priority projects. He reported that the Committee reviewed over twenty new projects. He stated that there is no doubt that each of these projects is of critical importance to the future of each institution. He commented that it will be a significant challenge to prioritize these requests and re-evaluate the Board's LBR funding request.

Mr. Beard recommended that the Board take up any changes to the approved budget request at the January meeting. He stated that the Board will have updated PECO estimates in December and possibly new revenue estimates. He also informed the Board that some of the university presidents indicated at the workshop that they might change priorities and requested dollar amounts, and these changes will require Board of Trustees approval.

Chair Colson thanked the Facilities Committee for holding the workshop. He commented that the PECO situation may be a little better but the capital funding problem has not been solved. He asked Mr. Beard whether the Legislature might consider the recommendations of the Board's Facilities Task Force during the 2014 Session.

Mr. Beard said that P-3 language could be introduced that would provide the same private investment opportunities for the universities that state agencies, local governments, and school boards were provided by the 2013 Session. He also reported that there were several proposals to create other revenue sources for PECO, and he feels

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that the Board should help that process. He thanked the students and Mr. Fassi for their support.

Chair Colson asked Mr. Beard about the amount of the Board's current capital request. Mr. Beard said that the total request is \$528 million. He further said that PECO funds will go completely for maintenance. He also reported that the request includes \$280 million from general revenue for completing partially-funded projects. He reminded members that the request does not include funding for any of the new projects the Facilities Committee reviewed in October. He said that the final piece of the puzzle is the request for \$151 million for student-fee supported projects.

14. Audit and Compliance Committee Report

Chair Colson called on Mr. Levine for the Audit and Compliance Committee Report. Mr. Levine reported that the new Inspector General Joe Maleszewski provided an update on the Corrective Action Plan for Florida A&M University. He said that Mr. Maleszewski reported that of the thirty items tracked, fourteen are completed while sixteen are making good progress.

Mr. Levine stated that Mr. Maleszewski also reported on recent activities completed by the IG's office including the 2012-2013 annual report. Mr. Levine further reported that an issue identified as relevant for the System is the retention of people with information technology expertise. Mr. Levine reported that he has asked Mr. Maleszewski to review the office and committee charters and make any recommendations for changes at the March meeting.

15. Academic and Student Affairs Committee Report

Chair Colson called on Mr. Tripp for the Academic and Student Affairs Committee Report.

- A. Final Approval of Amendment of Board of Governors Regulations
 - i. Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

Mr. Tripp reported that the Board approved public notice of intent to amend the Board of Governors regulation related to admission of undergraduate first-time-in-college students in September. He stated that no public comments were received.

Mr. Tripp moved that the Board approve as final amendments to Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen. Ms. Link seconded the motion, and the members of the Board concurred.

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- ii. Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students

Mr. Tripp reported that the Board approved public notice of intent to amend the Board of Governors regulation related to admission of transfer degree-seeking students in September. He stated that no public comments were received.

Mr. Tripp moved that the Board approve as final amendments to Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students. Mr. Kuntz seconded the motion, and the members of the Board concurred.

- iii. Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

Mr. Tripp reported that the Board approved public notice of intent to amend the Board of Governors regulation related to preparatory testing, placement, and instruction in September. He stated that no public comments were received.

Mr. Tripp moved that the Board approve as final amendments to Regulation 6.008 Postsecondary College-level Preparatory Testing, Placement, and Instruction for State Universities. Ms. Link seconded the motion, and the members of the Board concurred.

B. Academic Program Items

- i. Ph.D. in Criminal Justice, CIP 43.0104, University of Central Florida

Mr. Tripp reported that the committee approved for Board consideration a request by the University of Central Florida to offer a Ph.D. degree program in Criminal Justice. He further reported that the proposal has been approved by the University of Central Florida Board of Trustees.

Mr. Tripp moved that the Board approve a Ph.D. in Criminal Justice, CIP 43.0104, at the University of Central Florida. Mr. Carter seconded the motion, and the members of the Board concurred.

- ii. Termination of Ph.D. in Physical Education, CIP 13.1314, Florida State University

Mr. Tripp reported that the committee approved for Board consideration a request by Florida State University to terminate its Ph.D. degree program in Physical Education. He further reported that the termination has been approved by the Florida State University Board of Trustees.

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Mr. Tripp moved that the Board approve termination of the Ph.D. in Physical Education, CIP 13.1314, at Florida State University. Mr. Carter seconded the motion, and the members of the Board concurred.

- iii. Request for Limited Access Status, B.S. in Radiography, CIP 51.0911, University of North Florida

Mr. Tripp reported that the committee approved for Board consideration a request from the University of North Florida for limited access status for the new Bachelor of Science in Radiography.

Mr. Tripp moved that the Board approve limited access status for the B.S. in Radiography, CIP 51.0911, at the University of North Florida. Ms. Link seconded the motion, and the members of the Board concurred.

- C. Approval of Memorandum of Agreement with Southern Regional Education Board for the Electronic Campus Regional Reciprocity Agreement

Mr. Tripp reported that the committee approved for Board consideration a reciprocity agreement with the Southern Regional Education Board *Electronic Campus*.

Mr. Tripp moved that the Board approve the Southern Regional Education Board *Electronic Campus* Regional Reciprocity Agreement and delegate authority to the Interim Chancellor to submit written notification of the Board's approval to SREB, together with authority to renew the Agreement at the expiration of its three-year term. Ms. Link seconded the motion, and the members of the Board concurred.

Mr. Tripp further reported that the committee continued discussion of the approval processes for new baccalaureate programs. He said that the Florida College System Chancellor Randy Hanna provided suggestions about how the process might be better coordinated with the State University System.

16. Strategic Planning Committee Report

Chair Colson called on Ms. Frost for the Strategic Planning Committee Report. Ms. Frost thanked Chair Colson for the book signed by Chief Justice John Roberts. Ms. Frost said that she and Chief Justice Roberts serve on the Smithsonian Board together, and the founder of the Smithsonian James Smithson attended Oxford University.

Ms. Frost reported that the Committee agenda had three informational items and three items for Board approval.

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Ms. Frost reported that the Committee considered the creation of a comprehensive Educational Sites Inventory. She further reported that the Committee considered the likelihood that certain Strategic Plan goals are likely to be realized and said that these goals will come to the Committee at future meetings. She also reported that the Committee reviewed mission-setting at the University of South Florida's regional institutions including how missions are established and the extent to which mission-setting is a dialogue between the University of South Florida Board of Trustees, the Tampa campus, and the regional institutions.

A. Programs of Strategic Emphasis

Ms. Frost reported that the Committee recommended that the Board update its programs of strategic emphasis. She said that staff reviewed data produced by the key economic and workforce development organizations in the state and nation before recommending that the categories associated with the programs of strategic emphasis be updated and that degree programs offered by the universities be reclassified to align with the new categories.

Ms. Frost moved that the Board approve the updated programs of strategic emphasis. Ms. Link seconded the motion, and the members of the Board concurred.

B. Preeminent State Research University Benchmark Plans

Ms. Frost reported that the Committee recommended that the Board approve the preeminent state research university benchmark plans. She stated that each designated university must submit to the Board for approval a five-year benchmark plan for national excellence and that the Board would award the university funds provided in the General Appropriations Act upon approval of the plan.

Ms. Frost moved that the Board approve the University of Florida and Florida State University Preeminent State Research University Benchmark Plans. Mr. Hosseini seconded the motion, and the members of the Board concurred.

C. Florida Center for Cybersecurity Report

Ms. Frost reported that the Committee recommended that the Board approve the Florida Center for Cybersecurity Report. She explained that the 2013 General Appropriations Act required the Board to submit a report no later than December 1, 2013, to the Legislature and the Governor providing a plan for the creation of a Florida Center for Cybersecurity at the University of South Florida.

Ms. Frost moved that the Board approve the Florida Center for Cybersecurity Report. Mr. Beard seconded the motion, and the members of the Board concurred.

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17. Trustee Nominating and Development Committee Report

Chair Colson called on Mr. Hosseini for the Trustee Nominating and Development Committee Report. Mr. Hosseini reported that the Committee had one action item.

A. Appointment of University Trustee: University of Central Florida

Mr. Hosseini moved that the Board appoint Alexander Martins to the University of Central Florida Board of Trustees for a term beginning November 21, 2013, and ending January 6, 2016. This appointment would be subject to confirmation by the Senate and to Mr. Martins attending an orientation. Mr. Kuntz seconded the motion, and the members of the Board concurred.

18. Budget and Finance Committee Report

Chair Colson called on Mr. Kuntz for the Budget and Finance Committee Report. Mr. Kuntz reported that the Committee has several action items.

A. Final Approval of Amendment of Board of Governors Regulations

- i. Regulation 7.003 Fees, Fines and Penalties
- ii. Regulation 7.008 Waiver of Tuition and Fees
- iii. Regulation 9.007 State University Operating Budgets

Mr. Kuntz reported that amendments to three regulations relating to fees and budgets were noticed at the September meeting and no public comments were received.

Mr. Kuntz moved that the Board approve as final amendments to Regulation 7.003 Fees, Fines and Penalties; Regulation 7.008 Waiver of Tuition and Fees; and Regulation 9.007 State University Operating Budgets. Mr. Beard seconded the motion, and the members of the Board concurred.

B. Final Approval of New Board of Governors Regulation 9.014 Collegiate License Plate Revenues

Mr. Kuntz reported that one new regulation relating to collegiate license plate revenues was noticed at the September meeting and no public comments were received.

Mr. Kuntz moved that the Board approve as final Regulation 9.014 Collegiate License Plate Revenues. Ms. Link seconded the motion, and the members of the Board concurred.

C. Performance Funding Board of Trustees Choice Metric

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Mr. Kuntz reported that each university board of trustees submitted a choice metric for performance funding. He further reported that the Committee recommended that the Board approve each university board of trustees metric.

Mr. Kuntz moved that the Board approve the following board of trustees' choice metrics for performance funding:

1. FAMU – Percent of R&D Expenditures Funded from External Sources,
2. FAU, FGCU, FIU – Bachelor's Degrees Awarded to Minorities,
3. FSU – National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News Report,
4. NCF – Percent of Undergraduate Seniors Participating in a Research Course,
5. UCF – Number of Bachelor Degrees Awarded Annually,
6. UF – Total Research Expenditures,
7. UNF – Percent of Course Sections Offered via Distance and Blended Learning,
8. USF – Number of Postdoctoral Appointees, and
9. UWF – Number of Adult (25+) Undergraduates Enrolled in the Fall.

Mr. Beard seconded the motion, and the members of the Board concurred.

Mr. Kuntz asked Board office staff to do the following in preparation for the January meeting:

1. Finalize the benchmarks for each metric, particularly the board choice metrics;
2. Update the model to be based on five points rather than three points;
3. Utilize the 2012-13 data to populate the model;
4. Provide a scenario in which there is a minimum score that universities must attain to be eligible for new performance funds; and
5. Consider a methodology for which a portion of the university's base budget is reallocated based on performance, using the model created.

D. Market Tuition Proposals

Mr. Kuntz reported that seven universities request a total of twenty-one market tuition programs. Mr. Kuntz reported that the Committee recommended that the Board approve the requests.

Mr. Kuntz moved that the Board approve market rate tuition for the following programs:

1. Florida Atlantic University
 - a. Executive Master of Health Administration
 - b. Master of Science in Finance
 - c. Master of Business Administration
2. Florida Gulf Coast University

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- a. Transitional Doctor of Physical Therapy
- 3. Florida International University
 - a. Master of Science in Human Resource Management
 - b. Master of Science in International Real Estate
 - c. Master of Science in Public Administration
 - d. Professional Master of Science Counseling Psychology
- 4. University of Florida
 - a. Doctorate of Business Administration
 - b. Master of Music in Music Education
 - c. Master of Fisheries & Aquatic Sciences
 - d. Master of Electrical Engineering
 - e. Master of Civil Engineering
- 5. University of North Florida
 - a. Master of Education in Special Education
 - b. Master of Science in Nutrition
 - c. Doctor of Nursing Practice
- 6. University of South Florida
 - a. Graduate Certificate in Applied Behavior Analysis
- 7. University of West Florida
 - a. Master in Educational Leadership
 - b. Master in Curriculum & Instruction
 - c. Doctorate in Curriculum & Instruction
 - d. Master in Accountancy

Mr. Lautenbach seconded the motion, and the members of the Board concurred.

19. Concluding Remarks and Adjournment

Chair Colson commented that the Board's new leaders Mori Hosseini and Tom Kuntz are dedicated to the Board, the future of higher education and the well-being of the citizens of Florida. He remarked that the Board has selected the right person for the right time in Marshall Criser III. He said that he is excited for Chancellor Criser's leadership, enthusiasm, and lifelong commitment to the students of the state.

Chair Colson said that the Board is blessed with an extremely talented and dedicated staff. He thanked the staff for its hard work and remarked that he will miss most his daily interaction with staff.

Chair Colson stated that the Board has many challenges ahead of it, but he knows that the Board is positioned to meet them. He said that funding will forever be a challenge and that he is sorry that during his term that the Board did not address what he considers an imperfect financial aid model. He remarked that the Board began addressing the growth issue during his time as Chair in the report from the Commission on Access and Attainment.

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Chair Colson said that he is most proud of the Board's focus on quality. He commented that money incentivizes behavior and that he hopes that the System will receive significant performance funding. He encouraged the System to continue its strategic focus.

Chair Colson discussed the importance of maintaining independence as a Board. He said that he knows that the new Board leadership values this independence and that he is looking forward to sitting as a member of the Board and asking questions.

Having no further business, the meeting was adjourned at 10:44 a.m., November 21, 2013.

Dean Colson, Chair

Monoka Venters,
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall Criser, III, will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Marshall Criser, III

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For Information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Article V, Section H, Board of Governors Operating Procedures; Section 286.0114, Florida Statutes

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: Confirmation of Reappointment of the President for University of North Florida

PROPOSED BOARD ACTION

Confirm the reappointment of John A. Delaney as the president of the University of North Florida as recommended by the Board of Trustees of the University of North Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Subsection 1001.706(6)(a), Florida Statutes provides, "The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected."

On September 10, 2013, the Board of Trustees of the University of North Florida unanimously reappointed Mr. Delaney to serve as the president of the University of North Florida. The reappointment extends the term of Mr. Delaney's contract through May 31, 2018.

During President Delaney's tenure as president of the University of North Florida, the university has attracted increasingly brighter students – students with higher average SAT scores and high school grade point averages. Graduates of the university are among the most likely to be employed in Florida with 78% being employed in the state. In addition, the university was chosen as a Top Florida College for Return on Investment based on the high average starting and mid-career salaries of its graduates. In addition, the university has initiated Transformational Learning Opportunities for students to engage in community-based learning such as guided internships and field-based research. The university has also identified six Flagship Programs including Coastal Biology, Transportation and Logistics, International Business, Nutrition and Music, and each of these programs has received national recognition. Highlights of Mr.

Delaney's leadership of the University of North Florida are included in the Board materials.

The University of North Florida Board of Trustees Chair R. Bruce Taylor requested (on November 20, 2013) confirmation of President Delaney's reappointment by the Board of Governors. The reappointment is pending confirmation by the Board of Governors.

Supporting Documentation Included:

1. Letter from the University of North Florida Board of Trustees Chair
2. Summary of Key Contract Terms
3. Highlights of Leadership

Facilitators/Presenters:

Mori Hosseini, Chair, Board of Governors
Hugh Greene, Chair, University of North Florida Board of Trustees



BOARD OF TRUSTEES

UNIVERSITY of
NORTH FLORIDA.

November 20, 2013

Dean Colson, Chairman
Florida Board of Governors
325 West Gaines Street
Tallahassee, Florida 32399

Re: Extension of the Appointment of President John A. Delaney, University of North Florida

Dear Chairman Colson,

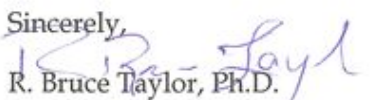
As you know, at its September 10 meeting, the University of North Florida Board of Trustees voted unanimously to extend John A. Delaney's appointment as President of the University of North Florida through May 31, 2018.

On behalf of our Board of Trustees, I am submitting this request that the Board of Governors confirm this extension of President Delaney's appointment through May 31, 2018, pursuant to Subsection 1001.706(6)(a), Florida Statutes, which states: "[t]he Board of Governors shall confirm the presidential...reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected."

For ten years, President Delaney has successfully led the University of North Florida, as highlighted in the attached list of accomplishments. Because we, and the community, have unwavering faith in President Delaney's ability to achieve the goals we hold for UNF, we asked President Delaney to continue his service for another five years and stay at the helm of our institution.

The UNF Board of Trustees thanks the Board of Governors for its continued support of the entire State University System, and UNF in particular, as we work to serve the state of Florida and society.

Sincerely,


R. Bruce Taylor, Ph.D.
Chair, UNF Board of Trustees

cc: Mori Hosseini, Vice Chair, BOG
President John A. Delaney
Monoka Venters, Corporate Secretary, BOG
Vikki Shirley, General Counsel, BOG
Tom Serwatka, VP and Chief of Staff, UNF
Karen Stone, VP and General Counsel, UNF

**President Delaney Contract Extension
(through May 31, 2018)**

SUMMARY OF KEY ELEMENTS

The contract extension is revenue neutral when considering compensation, incentives and post presidential pay provisions of the current contract.

- Contract extension through May 31, 2018
- No pay increase
- Revenue neutral restructure of incentive pay with a focus on retaining President Delaney as president for the next five years
- Professional development leave pay tied to retention through July 1, 2015, with right forfeited at the conclusion of contract
- Contract terms relating to severance conformed to the requirements of s. 215.425, Florida Statutes (2013)

John A. Delaney

John A. Delaney became the University of North Florida's fifth president in 2003. In his inaugural address, President Delaney outlined four commitments he and the UNF Board of Trustees would use in decision making: a consistent **focus** on UNF's mission, achieving **excellence** in inputs and outcomes, ensuring **relevance** to students and the community, and documented **accountability** to UNF students, our community and Florida's taxpayers. Under his leadership:

- Since 2003, UNF has attracted increasingly brighter students, as evidenced by the profile for fall FTICs. In the past 10 years, the SAT average has gone from 1145 to 1215. High school GPAs have gone from 3.63 to 3.94.
- Data from the Educational Testing Service – Proficiency Profile show that compared to students at similar institutions, UNF students enter with increasingly higher performance levels in critical thinking, writing and mathematics. Upon graduation, they also show higher rates of growth in these skill areas than peers from across the country.
- Upon graduation, 58 percent of these high-performing students are employed in the region and an additional 20 percent settle in other communities in Florida, contributing to the local and state economies.
- According to *College Data Base*, students who graduate from UNF are among the most likely to be employed in Florida. They are also among the highest paid as they start out their careers. This advantage continued into their mid-careers. As a result, UNF was distinguished as a Top Florida College for Return on Investment. This recognition was supported by repeated rankings from *Princeton Review*, *Forbes*, and *Kiplinger*.
- The University initiated a hallmark referred to as Transformational Learning Opportunities. In their TLOs, UNF's students engage in community-based learning. These experiences may be guided internships, opportunities to work with individuals from different cultures, and/or field-based research.
- Another form of TLO is study abroad and UNF students take part in short-term study abroad at twice the national average, exposing more students to global learning.
- UNF began to identify academic areas that could become signature programs for the University. Starting with UNF's Community Nursing, the University has identified six such Flagship Programs, including Coastal Biology, Transportation and Logistics, International Business, Nutrition and Music. Each of these has received national recognition. For example, UNF's baccalaureate program in Transportation and Logistics has been rated as the 13th highest ranked T&L program in research production. The 12 institutions ahead of UNF all have doctoral programs.
- In hiring, the university has stressed that faculty will be engaged in fostering student learning and have ongoing research agendas. This commitment to the teaching-scholar is highlighted by faculty members who teach undergraduate students that join in the faculty's research and are often credited as co-authors in resulting publications – experiences typically reserved for graduate students at larger institutions.
- UNF closed its second capital campaign with \$130,425,638 raised, exceeding the original goal by \$20.4 million. The largest capital campaign in the history of Northeast Florida, contributions included \$50 million in need- and merit-based scholarships for undergraduate and fellowships for graduate students. It also raised \$48 million to enhance specific academic programs and centers that are already well recognized, helping them achieve the next level.
- The Sierra Club recognized UNF as one of the top 100 Coolest Green Schools in the U.S. The Association for the Advancement of Sustainability in Higher Education ranked UNF as a STARS Bronze Institution.
- For five years in a row, *GI Jobs* has recognized UNF as one of the most military friendly campuses in the U.S. The recognition acknowledges the work of UNF's Military and Veterans Resource Center, smoothing the transition from combat to classroom.
- Since 2003, the built square footage on the campus has increased by 63 percent, supporting UNF's growth and its anticipated climb to 25,000 students.

John Delaney's presidency continues a distinguished career as a public servant. As a former state prosecutor and general counsel for the city, President Delaney served two terms as mayor of Jacksonville, spearheading major initiatives, including The Better Jacksonville Plan, a voter-approved initiative that gave the city new public facilities and other amenities. He also created the Preservation Project, a massive land conservation effort giving Jacksonville the distinction of having the largest urban park system in the United States.

While carrying out his duties as President of the University of North Florida, he served as President in Residence (Interim Chancellor) for the Board of Governors. He currently serves as chair of JAXUSA Partnership, the economic development engine of Northeast Florida. Most recently, he was elected by the business and community leadership to serve as chair of the Jax Chamber in 2015, which will further strengthen the relationship between UNF's emerging areas of academic excellence and the economic growth and prosperity of the Northeast Florida region.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 16, 2014

SUBJECT: Florida Gulf Coast University Educational Plant Survey Validation

PROPOSED COMMITTEE ACTION

Review and validate the completed Florida Gulf Coast University “FGCU” Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of FGCU, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were complied with. The completed survey was approved by the FGCU Board of Trustees on April 16, 2013. (See attached). In addition to FGCU and Board staff, the team included staff from UCF and UWF. This survey will cover the period through 2018-2019.

A summary of the Survey Team recommendations may be found on pages 59-61 of the report. The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, has been completed, and is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: Information is located with the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: 2014-15 State University System Fixed Capital Outlay Legislative
Budget Request

PROPOSED COMMITTEE ACTION

Review and approve the amended 2014-2015 SUS Fixed Capital Outlay Legislative Budget Request.

Authorize the Chancellor, State University System of Florida, to make technical revisions to the 2014-2015 SUS Fixed Capital Outlay Legislative Budget Request.

Approval is recommended by the Chancellor.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on June 20, 2013. All university fixed capital outlay budget requests were approved by the institutional boards of trustees.

At its meeting held September 12, 2013, the Facilities Committee requested a facilities workshop to further examine all new projects and those having received less than 25% funding, which were included in this year's SUS Five Year Fixed Capital Outlay Request. The workshop was held on October 9, 2013, in Tampa, Florida, and primarily consisted of detailed project presentations by university representatives. The attached reflects amendments to the budget presented at the September Committee meeting as a result of the October workshop.

Specific Fixed Capital Outlay Appropriation Requests

- ◆ **[AMEND from \$281 M to \$250 M] The 2014/2015-2018/2019 SUS Five Year Fixed Capital Outlay Request from General Revenue** provides funding to meet identified academic and academic support facility needs. (**Attachment I**)
- ◆ **[AMEND from \$63 M to \$60M] The Critical Deferred Maintenance Request from PECO** provides lump sum funding to meet identified Critical Maintenance needs based on Board formula, subject to statutory revenue allocation constraints. (**Attachment I**)
- ◆ **[AMEND from \$34 M to \$28 M] Board Request for PECO Remodeling/Renovation/Repair/Maintenance Formula Funds** represents a system-wide request for funds used to expand or upgrade educational facilities to prolong the useful life of the plant, pursuant to statute. (**Attachment II**)
- ◆ **[NEW - Zero] Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain** provides legal authority for future operating budget requests for plant operations and maintenance (PO&M). (**Attachment V**)

Supporting Documentation Included: Information is located with the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 16, 2014**

SUBJECT: State University System 2012-13 Annual Accountability Report

PROPOSED COMMITTEE ACTION

Approve the State University System 2012-2013 Annual Accountability Report.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2012-13 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities.

The System Report's Executive Summary includes a series of dashboard metrics, followed by narrative, tables, and charts providing data on institutional and System performance in key areas. Individual university reports are available at: http://flbog.edu/resources/publications/2012-13_accountability.php.

Supporting Documentation Included: Information is located with the Strategic Planning Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 16, 2014

SUBJECT: Task Force on Postsecondary Online Education in Florida: Final Report

PROPOSED BOARD ACTION

Approve the implementation plan for the Task Force recommendations

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its meeting on January 15, 2014, the Innovation and Online Committee discussed the final report of the Task Force on Postsecondary Online Education in Florida, and Board staff proposed an implementation plan for the recommendations.

Supporting Documentation Included: Information is located with the Innovation and Online Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: Legislative Budget Request Amendment for Developing For-Credit
Massive Open Online Courses (MOOCs)

PROPOSED COMMITTEE ACTION

Consider approval of an amendment to the Board's 2014-2015 Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

After multiple discussions in late 2012 and early 2013, the Strategic Planning Committee recommended two motions to the full Board; the Board approved both motions on February 21, 2013. The first one ultimately resulted in the creation of UF Online. The second motion directed the Chancellor to form a systemwide work group that would report to the Committee ways in which services and online degree programs could be better coordinated to ensure State student needs are being met in a cost-efficient and effective manner.

The Task Force report, with its nine recommendations, will be discussed during the Innovation and Online Committee's January meeting. If recommended by the Innovation and Online Committee, one Task Force recommendation will come before the Budget Committee for its consideration:

Develop and Deliver Statewide For-Credit MOOCs: The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish guidelines for competency-based evaluations of non-credit MOOCs.

Pages 49-56 of the Task Force report provide background information on the current state of MOOC issues in the state and nationally, including 2013 statutory language

requiring the Board of Governors and State Board of Education to develop rules to offer credit for MOOCs taken prior to initial enrollment in postsecondary institutions (CS/HB 7029). As stated in the report, “Florida’s higher education institutions would like to identify and develop a set of for-credit MOOCs for statewide use that incorporate effective practices, competency-based assessments, and support the requirements of CS/HB 7029, which was enacted during the 2013 legislative session.”

At the same time the lead institution is conducting the pilot program, page 54 of the report states that the institution should configure a statewide working group to develop a MOOC strategy for a list of specific issues, working closely with UF’s Online Learning Research Advisory Committee. The report further states that “These efforts should result in a pilot program as well as a strategy and 2015 LBR request for statewide implementation efforts. The Board, in collaboration with the lead institution, should review the LBR and MOOC strategy with the appropriate statewide leadership groups as part of the state’s normal budgeting process.”

To implement this initiative, funds would be requested through an amendment to the Board of Governors 2014-2015 Legislative Budget Request for the development and piloting of at least three for-credit MOOCs, as well as the configuring and leading of a statewide working group to develop a MOOC strategy for the state. The courses would be coordinated by a lead institution chosen through a competitive procurement process. Additional funds for piloting the courses would be provided, bringing the total request to \$250,000.

Supporting Documentation Included:

Information located in the Innovation and Online Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 16, 2014**

SUBJECT: 2013 New Fees and Tuition Differential Report

PROPOSED BOARD ACTION

Approve the 2013 New Fees and Tuition Differential Report for transmittal to the Legislature and Governor's Office.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; and Subsection 1009.24(16)(e), Florida Statutes; Subsection 1009.24(15)(3)4(f), Florida Statutes

BACKGROUND INFORMATION

The above referenced statutes require the Board to submit an annual report by February 1 summarizing tuition differential implementation and a report on new fees proposed and considered by the Board for the Fall 2013 semester.

In June, 2013 the Budget and Finance Committee did not receive any university tuition differential requests for consideration, but did receive a request to implement new green fees at two universities. These fees were not approved by the Board.

The attached report summarizes the new fees received and actions taken on each proposal.

Upon approval, this report will be submitted to the Governor and Legislature.

Supporting Documentation Included: Information located in the Budget & Finance Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

January 16, 2014

SUBJECT: Performance Funding Model

PROPOSED BOARD ACTION

The Committee will consider the finalization of the performance funding model.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board began working on a performance funding model in the fall of 2012. After receiving input from key stakeholders, university representatives and national leaders, a model has been developed.

The model has been developed in accordance with the Board's four principles:

1. Use metrics that align with Strategic Plan goals;
2. Reward excellence or improvement;
3. Have a few clear, simple metrics; and
4. Acknowledge the unique mission of the different institutions.

The model consists of ten metrics; eight metrics that apply to all universities, one metric chosen by the Board, and one by Board of Trustees. Benchmarks have been established with a point scale of one to five. Universities will receive points based on achieving 'Excellence' on each metric or by the 'Improvement' on each metric, whichever is higher.

Supporting Documentation Included: Information located in the Budget & Finance Committee material