



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials June 21-23, 2016

Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

**Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 21-23, 2016**

**By Telephone Conference Call
Dial-in Number: 888-670-3525
Listen-Only Code: 4122150353#**

Tuesday, June 21, 2016

- 11:00 a.m. -** **Select Committee on Florida Polytechnic University**
12:00 p.m., Chair: Ms. Wendy Link
or upon Members: Doyle, Jordan, Morton, Valverde
Adjournment of
Previous Meetings
- 11:30 a.m. -** **Lunch will be provided**
12:30 p.m.
- 12:30 - 1:00 p.m.** **Strategic Planning Committee**
or upon Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Adjournment of Members: Beard, Jordan, Lautenbach, Levine, Morton, Robinson
Previous Meetings

1:00 – 2:00 p.m. **Senate President-Designate Negron to Address the Board of Governors**
or upon
Adjournment of
Previous Meetings

2:00 – 6:00 p.m. **Strategic Planning Committee (continued)**
2:00 – 2:45 p.m. University of Central Florida
2:45 – 3:15 p.m. Florida Atlantic University
3:15 – 3:30 p.m. Break
3:30 – 4:15 p.m. Florida State University
4:15 – 4:45 p.m. Florida Gulf Coast University
4:45 – 5:15 p.m. University of North Florida
5:15 – 6:00 p.m. University of South Florida

Wednesday, June 22, 2016

7:30 – 8:30 a.m. **Breakfast will be provided**

8:30 – 11:45 a.m. **Strategic Planning Committee (continued)**
8:30 – 9:00 a.m. University of West Florida
9:00 – 9:30 a.m. Florida International University
9:30 – 10:00 a.m. New College of Florida
10:00 – 10:15 a.m. Break
10:15 – 11:00 a.m. University of Florida
11:00 – 11:45 a.m. Florida A&M University

11:45 a.m. – **Lunch will be provided**
1:00 p.m.

1:00 – 2:00 p.m., **Select Committee on Florida Polytechnic University**
or upon
Adjournment of
Previous Meetings Chair: Ms. Wendy Link
Members: Doyle, Jordan, Morton, Valverde

2:00 – 2:45 p.m., **Budget and Finance Committee**
or upon
Adjournment of
Previous Meetings Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Members: Colson, Doyle, Hebert, Huizenga, Kuntz, Tripp

2:45 – 3:00 p.m. **Innovation and Online Committee**
or upon
Adjournment of
Previous Meetings Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Beard, Colson, Link, Robinson, Stewart, Tripp

3:00 – 3:30 p.m., **Audit and Compliance Committee**
or upon Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton
Adjournment of Members: Huizenga, Jordan, Lautenbach, Link, Valverde
Previous Meetings

3:30 – 3:45 p.m. **Break**

3:45 - 4:45 p.m., **Academic and Student Affairs Committee**
or upon Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Adjournment of Members: Beard, Frost, Hebert, Robinson, Stewart, Valverde
Previous Meetings

4:45 - 5:45 p.m., **Panel Discussion with Vice Presidents for Research**
or upon
Adjournment of
Previous Meetings

5:45 – 6:30 p.m. **Welcome Reception**

Thursday, June 23, 2016

7:30 – 8:30 a.m. **Members Breakfast with the Advisory Council of Faculty Senates**

7:30 – 8:30 a.m. **Breakfast will be provided**

8:30 – 9:00 a.m. **Health Initiatives Committee**
or upon Chair: Mr. Ed Morton; Vice Chair: Dr. Fernando Valverde
Adjournment of Members: Beard, Doyle, Jordan, Levine, Robinson
Previous Meetings

9:00 – 9:45 a.m., **Select Committee on 2+2 Articulation**
or upon Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link
Adjournment of Members: Huizenga, Lautenbach, Stewart, Tripp
Previous Meetings

9:45 – 10:15 a.m., **Facilities Committee**
or upon Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Adjournment of Members: Doyle, Levine, Link, Morton, Robinson, Valverde
Previous Meetings

10:15 – 10:30 a.m. **Break**

10:30 - 10:45 a.m., **Nomination and Governance Committee**
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of Members: Colson, Link, Tripp
Previous Meetings

10:45 a.m. - **Board of Governors - Regular Meeting**
12:15 p.m. Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
or upon All Board members
Adjournment of
Previous Meetings

12:15 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.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Select Committee on Florida Polytechnic University
Room 115
Career Resource and Experiential Learning Building
University of Central Florida
4123 Pictor Lane
Orlando, Florida 32816
June 21, 2016
11:00 a.m. - 12:00 p.m.**

or

Upon Adjournment of Previous Meeting

**Chair: Ms. Wendy Link
Members: Doyle, Jordan, Morton, Valverde**

- | | |
|---|----------------------------|
| 1. Call to Order and Opening Remarks | Governor Wendy Link |
| 2. Florida Polytechnic University Progress | Governor Link |
| 3. Concluding Remarks and Adjournment | Governor Link |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
June 21, 2016**

SUBJECT: Florida Polytechnic University Progress

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This is a special meeting called between members of the Board of Governors and Florida Polytechnic University representatives to discuss the University's progress on accreditation, on Work Plan expectations, and on general progress in moving forward with the University's successful implementation to become a unique institution within the State University System.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Wendy Link
Polytechnic Representatives



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AGENDA
Strategic Planning Committee
Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 21, 2016
12:30 p.m. - 6:00 p.m.
June 22, 2016
8:30 a.m. - 11:45 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Jordan, Lautenbach, Levine, Morton, Robinson

1. **Call to Order and Opening Remarks** **Governor Dean Colson**

2. **Committee Meeting Minutes** **Governor Colson**
Minutes, March 17, 2016

3. **Baccalaureate Follow-up Study** **Dr. Christy England-Siegerdt**
Associate Vice Chancellor
Academic Policy and Research

4. **Presentation of 2016-2017 University Work Plans** **University Representatives**
UF, FSU: Preeminence Research University Update
USF: Emerging Preeminent Research University Five-year Plan

5. **Concluding Remarks and Adjournment** **Governor Colson**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 21, 2016**

SUBJECT: Minutes of Committee Meeting held March 17, 2016

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the Strategic Planning Committee's March 17, 2016 meeting

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider for approval the minutes of its March 17, 2016 meeting at the University of West Florida.

Supporting Documentation Included: Minutes: March 17, 2016

Facilitators/Presenters: Governor Dean Colson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
March 17, 2016

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 Dean Colson convened the meeting of the Strategic Planning Committee at 4:38 p.m. on March 17, 2016 with the following members present: Governors Patricia Frost, Richard Beard III, Ned Lautenbach, Alan Levine, and Katherine Robinson. A quorum was established. Other Board members present were Governors Thomas Kuntz, Tonnelle Graham, H. Wayne Huizenga, Jr., Wendy Link, and Norman Tripp.

2. Approval of Committee Minutes, January 20, 2016

Governor Colson called for a motion to approve the minutes from the Committee's January 20, 2016 meeting. A motion was made by Governor Levine, seconded by Governor Frost, and the motion carried unanimously.

3. 2014-2015 Accountability Report

Governor Colson said that the Committee's next item was to consider for approval the 2014-2015 Annual Accountability Report. He said that the report contained narrative and metrics on the progress made toward Board of Governors Strategic Plan goals including but not limited to enrollments, degrees awarded, retention rates, graduation rates, participation in distance learning, and research expenditures.

Chair Colson said that it was important to recognize that the State University System's (SUS) Accountability Report, its annual work plans, and its Strategic Plan have assisted in improving the productivity and quality of SUS institutions. He said that these tools have made the SUS a national model for increasing affordability, productivity, efficiency, and the preparation of graduates for a 21st Century workforce. Governor Colson then called on Vice Chancellor Jan Ignash to make a presentation.

Vice Chancellor Ignash began by thanking the Board of Governors and university staff who spent time working on the Accountability Report. She said that her presentation would provide a brief summary of more than 22,000 data points.

Dr. Ignash began by reviewing six-year graduation rates for First-Time-In-College (FTIC) students. She pointed out that, for the second year in a row, the SUS ranked first among the top ten largest states on this metric. Dr. Ignash noted the impressive percentage increase from 65% in 2011 to 71% in 2015 for six-year FTIC graduation rates. She said that a decline in the four-year Associate of Arts Transfers rate since 2013 was because three of the four universities with the largest Associate of Arts Transfer cohorts all experienced declines. Governor Colson asked why the rates had declined at those three institutions. Governor Link said that perhaps students were staying at Florida College System institutions to earn their baccalaureates rather than transferring.

Vice Chancellor Ignash next provided the six-year FTIC graduation rates for each institution's last five cohorts. She pointed out that Florida Atlantic University (FAU), Florida International University (FIU), the University of Central Florida (UCF), and the University of South Florida (USF) had all made dramatic gains over this time period. She especially noted the sixteen point increases made by FIU and USF. Chair Colson asked why Florida Gulf Coast University (FGCU) had experienced a six point decrease between its last two cohorts. FGCU provost Ron Toll said that the largest factor was that many FGCU students transferred to other SUS institutions where they were then successful. He noted that these transferring students had been tracked to 43 majors not offered by FGCU. He said that the calculation of the System's graduation rate did not recognize the success of the institution from which students transfer. A discussion ensued involving Governors Colson, Link, Huizenga, and Tripp, as well as Chancellor Criser and representatives from Florida International University and the University of North Florida.

In reviewing the four-year FTIC graduation rate for each institution's last five cohorts, Vice Chancellor Ignash said that the rates for nine universities have increased over the last year. She noted that Florida State University (FSU), the University of North Florida (UNF), FAU, FIU, and USF had all made dramatic gains between their 2007-11 and 2011-15 cohorts. She noted in particular the double-digit growth for UNF and USF on this metric.

Dr. Ignash then provided a chart showing FTIC student progression. She said that 40% of students graduate in their fourth year and that, combined with 4% who graduated in their third year, this produces a 44% four-year graduation rate. She noted that, similarly, another 21% graduate during their fifth year, and another 6% in their sixth year, bringing the six-year SUS graduation rate to 71%.

Dr. Ignash then turned to the topic of student retention. She said that this metric was particularly important because, of all performance-funding metrics, it is the quickest to demonstrate university action. Vice Chancellor Ignash said that eight universities have increased from 2013-14 to 2014-15, with notable year-over-year increases made by Florida Agricultural and Mechanical University (FAMU), FAU, and FIU. She said, further, that eleven universities had made gains over the past five years. She especially noted FAMU's 21 percentage point growth over the last five cohorts.

Next, Vice Chancellor Ignash discussed bachelor's degrees awarded without excess hours. She said that, including the USF System institutions, 12 universities have improved over the last year, most notably New College of Florida (NCF).

Dr. Ignash next provided a chart showing 10-year growth trends for undergraduate, graduate, and total SUS students. She said that the SUS had a total of nearly 400,000 students enrolled during the 2014-15 academic year, making it the second largest public four-year system in the United States. She noted that, over the last 10 years, total enrollment has increased 20%, undergraduate enrollment has increased 23%, and graduate enrollment has increased 22%. She noted, however, that undergraduate growth has slowed during the last three years, and that graduate growth has been flat for the last four years. Chair Colson said that, given this information, it appeared unlikely that the SUS would meet its 2025 Strategic Plan enrollment goals. Governor Tripp noted that in certain areas, there was no incentive for earning a graduate degree. Dr. Ignash said that this was especially true in the area of teacher education.

Vice Chancellor Ignash then turned to the subject of undergraduate class size. She said that the size of course sections was a more accurate way to look at class size than the more popular student-faculty ratio. She pointed out that the percentage of course sections with fewer than 30 students ranged from 91% at NCF to 48% at FIU. She noted that, at the System level, 59% of undergraduate course sections have fewer than 30 students, and that only 6% have 100 or more students.

Dr. Ignash next discussed bachelor's degrees awarded. She noted that nine institutions awarded more bachelor's degrees in 2014-15 than in 2013-14, with FAU, FGCU, and NCF making the largest percentage gains. The SUS awarded 61,791 bachelor's degrees during the 2014-15 academic year and this constituted a 2.8 percentage point increase over the number awarded in 2013-14. She noted, however, that the SUS was still not on the trajectory necessary for meeting its 2025 Strategic Plan goal.

Next, Dr. Ignash turned to graduate degrees awarded. She said that the SUS as a whole experienced a one percentage point decrease from last year. Although USF and the University of West Florida (UWF) increased graduate degrees by more than 10 percentage points over last year, the University of Florida (UF), FAMU, FGCU, and UCF reported declines. UF President Dr. W. Kent Fuchs was queried as to the decrease

at his institution. He said that most of the decline was at the master's-level and tied to the economy; however, he also acknowledged that UF needed to increase its production at the doctoral-level.

Vice Chancellor Ignash then provided information with regard to the most popular degrees by academic discipline in the SUS. Business management continued its longstanding trend of being the most popular discipline for SUS graduates, in which 20% of all SUS degrees were awarded. Degrees in health professions, social sciences, education, and psychology comprise the next four most popular disciplines. She noted, further, that 79% of all degrees awarded in the SUS were in the Top 10 most popular disciplines.

Dr. Ignash next turned the Committee's attention to the production of degrees in science, technology, engineering, and mathematics (STEM). She said that her presentation of data did not include health-related degrees. She noted that 21% of SUS bachelor's degrees granted in 2014-15 were awarded within a STEM discipline, representing a three percentage point increase since 2010-11. This increase translated into more than 3,000 additional STEM bachelor's degrees awarded annually. The percentage of bachelor's degrees in STEM ranged from 12% at UNF to 36% at UF. Further, FAU, FSU, and UF led the SUS in the growth of STEM bachelor's degrees over the past five years, with each having grown six percentage points. NCF was queried as to why its percentage number had dropped. NCF President Dr. Donal O'Shea said that the percentage drop was due to the small student population at NCF and that minimal headcount changes could have a substantial impact on percentage figures.

Vice Chancellor Ignash then turned to professional licensure and certification pass rates. She said that ultimate pass rates, regardless of the number of attempts, are typically near 100% in the SUS.

Dr. Ignash next provided data on research expenditures, noting that in 2013-14, SUS research expenditures were \$1.88 billion, an increase of \$96 million from the prior year, with annual growth led by UCF, UF, and USF. National data from 2013-14 showed that Florida was once again ranked fifth for research expenditures for public universities. Further, it was important to note that Florida showed the highest growth rate over the last five years among the five largest states. With regard to utility patents, Dr. Ignash said that the SUS is the leading receiver of patents issued within Florida, with 1,212 patents awarded over the past five years.

Vice Chancellor Ignash reminded the Committee that the 11 SUS Centers of Excellence have produced \$583 million since their creation in 2003, representing a direct return of \$7.43 for every state dollar invested. With regard to the 538 other institutes and centers in the SUS, Dr. Ignash said that 83% of their \$635 million expenditures in fiscal year

2014-15 were from non-state funding sources, which translated to a \$4.87 return for every state dollar invested.

After Dr. Ignash concluded her presentation, Chair Colson asked for a motion to approve the 2014-15 State University System Accountability Report. A motion was made by Governor Levine, seconded by Governor Lautenbach, and the motion passed unanimously.

4. Online Education Goals for Inclusion in the 2025 System Strategic Plan

Chair Colson said that the final agenda item was with regard to online education goals for inclusion in the 2025 State University System Strategic Plan. He reminded Committee members that, when the Board of Governors approved revisions to the 2025 System Strategic Plan on November 6, 2014, a placeholder was included for 2025 goals for distance-learning/online metrics and that a recommendation would be forthcoming from the Innovation and Online Committee. He advised his Committee that the Innovation and Online Committee met on January 16, 2016 and approved two metrics to recommend to the Strategic Planning Committee. Chair Colson then called on Governor Lautenbach, Chair of the Innovation and Online Committee, to provide his Committee's recommendations, noting that, if approved by the Strategic Planning Committee, a recommendation would be made to the full Board of Governors for consideration.

Governor Lautenbach said that the 2025 Strategic Plan for Online Education focused on three primary elements: quality, access, and affordability. He said that the Plan includes several performance indicators that his Committee will be tracking related to all three elements. He noted that, after careful review, the Innovation and Online Committee selected two metrics to recommend to the Strategic Planning Committee for inclusion in the System's Strategic Plan, one related to quality and the other to access.

Governor Lautenbach indicated that the recommended quality goal is that 90% of SUS courses in the Florida Virtual Campus Online Catalog bear a "high quality" rating. He said that the Online Catalog contains online courses and programs in both the Florida College System and the SUS. He noted that reaching this goal would require a jointly agreed-upon definition of "high quality" online courses, and that a certification process would need to be created in order to determine that courses meet such a definition.

Governor Lautenbach said that the recommended access goal is 40% of SUS undergraduate FTE enrollments in online courses. He noted that, in 2013-14, 20% of undergraduate FTE enrollments were in online courses, and that the level was anticipated to double by the year 2025. He said that because this is the first time the SUS has set a goal for enrollments in online education, a goal of 40% may be higher or

lower than appropriate. He noted, however, that by monitoring over time, the goal could be adjusted if necessary.

Governor Colson asked for a motion to approve the online education goals for inclusion in the 2025 System Strategic Plan as recommended by the Innovation and Online Committee. A motion was made by Governor Lautenbach, seconded by Governor Levine, and the motion passed unanimously. Governor Colson said that the recommended goals would be forwarded to the full Board of Governors for consideration.

5. Concluding Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 5:34 p.m.

R.E. LeMon,
Associate Vice Chancellor,
Academic and Student Affairs

Dean Colson, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 21, 2016**

SUBJECT: Baccalaureate Follow-up Study

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This report presents the results of the Graduate Follow-up Study: Baccalaureate Class of 2013-14. The study was undertaken to understand the post-college outcomes of the Class of 2013-14 one year after graduation as they transitioned into jobs or as they pursued further education. To this end, this study was designed to answer four guiding questions.

1. Do graduates get jobs in Florida?
2. Are graduates pursuing additional education?
3. Are graduates seeking additional education while working?
4. What are the salaries of graduates who are working (in Florida and in 39 other states, Washington D.C. and Puerto Rico)?

The answers to these questions provide critical information to students, parents, educators, and policy-makers about the experiences of graduates after they complete baccalaureate degrees.

Supporting Documentation Included: Baccalaureate Follow-up Study

Facilitators/Presenters: Dr. Christy England-Siegerdt



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Board of Governors

AGENDA
Board of Governors
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 21, 2016
1:00 p.m. - 2:00 p.m.
or
Upon Adjournment of Previous Meeting

1. **Call to Order and Opening Remarks** **Chair Tom Kuntz**

2. **Senator President-Designate Negron will Address the Board of Governors** **Senate President-Designate Joe Negron**

3. **Concluding Remarks and Adjournment** **Chair Kuntz**

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

June 21, 2016

SUBJECT: Senate President-Designate Negron to Address the Board of Governors

PROPOSED BOARD ACTION

For information and discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Recently, Senate President-Designate Joe Negron visited each university campus during a weeklong Listening Tour where he invited university leadership, faculty, and students to discuss key initiatives, priorities, and ways to improve the delivery of higher education in the state. Senate President-Designate Negron will share what he learned over the course of the tour and engage members in a discussion on Board priorities for the upcoming legislative session.

Supporting Documentation Included: None

Facilitators/Presenters: Senate President-Designate Negron

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 21-22, 2016**

SUBJECT: Approval of 2016-17 University Work Plans
Approval of USF Emerging Preeminent State Research University
Five-year Plan

PROPOSED COMMITTEE ACTION

Consider for approval those portions of 2016 University Work Plans associated with the 2016-17 academic year and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation. Consider for approval USF Emerging Preeminent State Research University Five-year Plan.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002;
Section 1001.7065, Florida Statutes

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with the annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic direction, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The "Strategy" section of the University Work Plan includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including

enrollment planning and intentions to implement new academic programs in 2016-17 as well as in out-years.

Universities will make brief presentations on their Work Plans, after which Committee members will have the opportunity to engage in discussion and questioning. The Committee will consider for approval those portions of 2016 University Work Plans associated with the 2016-17 academic year, and review out-year portions of University Work Plans, noting any areas for further dialogue and deliberation.

In the context of their Work Plan presentations, UF and FSU will provide updates relative to the Preeminent State Research Universities Program. If the Committee approves UF's and FSU's Work Plans, it will also constitute approval of the annual status reporting associated with that Program. Additionally, USF has submitted a five-year plan associated with the Emerging Preeminent State Research Universities Program created by the 2016 Legislature. If the Committee approves USF's Emerging Preeminent State Research Universities Program five-year plan, its approval would be forwarded to the full Board for consideration as a separate motion. Subsequent to the Full Board's approval, the funding associated with the two programs (\$10M for UF and for FSU; \$5M for USF) would be released to the universities.

Supporting Documentation Included:	Individual 2016 University Work Plans USF Emerging Preeminence five-year plan
Facilitators / Presenters:	Chair Colson; University Representatives

2016

SYSTEM SUMMARY OF UNIVERSITY WORK PLANS

PENDING BOG APPROVAL
06/17/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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Introduction

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

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

More information is available at www.flbog.edu.



Performance Funding: Common Metrics

1. PERCENT OF BACHELOR'S GRADUATES ENROLLED OR EMPLOYED (EARNING \$25,000+) IN THE U.S. ONE-YEAR AFTER GRADUATION

COHORTS	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	59.2	66.7	65.6	70.9	.	60.3	42.1	64.3	66.2	66.1	65.3	57.7	64.9
2013-14	59.4	68.1	64.2	68.4	.	59.1	43.1	64.7	65.7	66.1	66.8	60.5	64.9
2014-15	59	70	66	70	.	61	45	65	66	68	67	66	66
2015-16	61	73	67	71	.	62	47	66	67	69	70	68	68
2016-17	63	76	68	73	.	64	49	67	67	70	72	69	69
2017-18	65	80	69	74	TBD	66	51	68	67	71	74	70	70

This table reports the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education anywhere in the nation. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the university goals.

2. MEDIAN WAGES OF BACHELOR'S RECIPIENTS EMPLOYED FULL-TIME IN FLORIDA ONE-YEAR AFTER GRADUATION (\$)

COHORTS	FAMU	FAU	FGCU	FIU	POLY	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
2012-13	28,800	36,000	35,300	36,200	.	31,600	26,300	34,900	34,800	34,700	35,200	32,900	34,700
2013-14	31,100	36,500	35,200	36,900	.	32,700	24,800	36,200	35,200	35,900	36,300	34,900	35,600
2014-15	31,100	37,000	37,000	37,000	.	34,500	26,700	36,600	35,500	37,500	36,300	34,000	36,000
2015-16	31,300	37,500	37,500	37,500	.	36,000	26,900	37,000	35,500	39,000	36,800	34,500	36,600
2016-17	31,400	38,000	38,200	39,000	.	37,000	27,100	37,300	36,200	40,500	37,400	35,000	37,400
2017-18	31,500	38,500	39,000	40,000	TBD	38,000	27,300	37,600	36,200	42,000	37,900	35,000	37,900

This table reports the annualized Unemployment Insurance (UI) wage data (rounded to the nearest hundred) by cohort years from the fourth fiscal quarter after graduation for bachelor's recipients. The cohort year refers to the year of the graduating class, and the data is their median wage a 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, those without a valid social security number. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the university goals.



Performance Funding: Common Metrics (continued)

3. AVERAGE COST PER BACHELOR'S DEGREE (\$) (COSTS TO THE UNIVERSITY)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2009-13	37,250	28,450	29,240	25,630	.	25,580	73,900	21,060	24,940	29,350	24,340	31,080	26,400
2010-14	40,080	27,690	29,390	25,580	.	26,700	76,720	22,430	25,450	30,750	25,490	32,970	27,200
2011-15	44,520	28,270	30,080	25,990	.	27,820	79,250	24,190	26,450	32,630	26,990	31,830	28,500
2012-16	47,680	28,840	29,980	26,100	.	29,170	82,250	24,500	26,480	32,930	26,990	33,000	29,300
2013-17	48,220	29,410	30,280	26,200	.	29,700	81,250	24,660	26,480	32,230	26,990	33,000	29,300
2014-18	45,370	30,000	30,580	26,300	TBD	30,300	80,250	24,810	26,480	33,530	26,990	33,000	28,800
2015-19	42,720	30,600	30,880	26,400	TBD	31,000	79,250	24,990	26,480	33,830	26,990	32,500	29,100

Annual undergraduate direct and indirect expenditures were divided by the undergraduate fundable student credit hours to create a cost per credit hour for each year. This annual cost per credit hour was multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.

4. SIX-YEAR GRADUATION RATES FOR FTICs (INCLUDES FULL- AND PART-TIME STUDENTS)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2005-11	39.7	41.2	43.8	41.5	.	73.7	67.9	62.1	83.5	48.8	51.7	46.4	60.2	65.1
2006-12	39.5	40.4	43.9	47.2	.	74.9	69.1	64.6	84.9	46.9	56.5	43.6	61.8	66.5
2007-13	40.8	40.1	43.2	49.8	.	76.7	65.8	66.6	86.3	48.6	63.2	41.9	63.5	67.9
2008-14	39.3	45.0	48.8	53.1	.	79.0	69.4	69.2	87.5	54.8	66.1	50.5	65.9	70.5
2009-15	38.6	48.4	43.0	56.8	.	79.3	70.5	70.1	86.5	54.0	67.8	46.7	66.2	71.0
2010-16	43	49	45	52	.	80	63	70	87	55	66.7	51	66	70
2011-17	49	52	47	54	.	80	67	72	88	56	69.6	53	68	72
2012-18	62	55	50	62	.	81	72	73	89	57	70.9	55	70	74
2013-19	69	60	53	70	.	82	74	74	89	58	73.5	57	73	77

This table reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: State University Database System (SUDS). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the university goals.



Performance Funding: Common Metrics (continued)

5. ACADEMIC PROGRESS RATE (PERCENT OF FTIC RETAINED IN 2ND FALL WITH AT LEAST 2.0 GPA)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	54.0	70.4	66.5	73.3	.	90.2	86.3	84.5	94.3	74.5	81.3	68.3	81.5
2011-12	63.3	71.4	68.3	72.7	.	88.8	82.7	85.0	94.0	77.5	83.8	62.4	82.5
2012-13	69.0	67.7	69.6	75.5	.	89.4	81.2	84.9	95.7	76.1	84.5	61.0	83.3
2013-14	70.1	65.9	71.7	76.9	.	90.5	80.2	85.0	95.2	77.8	85.3	64.6	84.0
2014-15	75.4	71.9	73.5	80.4	73.0	91.0	81.3	86.6	94.6	74.6	85.1	64.3	85.2
2015-16	76	74	74	83	TBD	92	83	88	96	77	86	67	85
2016-17	77	76	75	86	TBD	92	85	89	96	78	87	70	86
2017-18	80	80	76	88	TBD	92	86	90	97	79	88	73	87
2018-19	85	85	77	90	TBD	93	87	91	97	80	89	76	88

This table reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the university goals.

7. UNIVERSITY ACCESS RATE (PERCENT OF UNDERGRADUATES WITH A PELL GRANT)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2010	67.7	36.8	30.3	46.2	.	29.7	28.9	32.2	30.9	32.6	38.9	35.3	36.6
Fall 2011	68.5	42.0	34.0	51.5	.	30.0	30.1	36.2	33.2	36.7	42.1	38.3	39.9
Fall 2012	65.8	41.5	35.4	49.6	.	30.6	28.8	38.0	32.8	36.2	42.0	39.9	39.8
Fall 2013	61.6	41.2	35.0	51.0	.	30.0	28.6	38.4	32.4	33.5	42.1	40.5	39.6
Fall 2014	64.7	40.9	33.8	50.5	.	28.4	30.0	39.0	31.6	32.7	41.6	40.6	39.1
Fall 2015	60	39	36	52	.	28	28	40	30	33	40	41	39
Fall 2016	60	39	37	53	.	30	30	40	30	34	40	41	39
Fall 2017	60	40	38	53	TBD	30	30	41	30	35	40	41	40
Fall 2018	60	41	39	53	TBD	31	31	41	30	36	40	41	40

This table reports the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the university goals.



Performance Funding: Common Metrics (continued)

6. PERCENTAGE OF BACHELOR'S DEGREES IN PROGRAMS OF STRATEGIC EMPHASIS

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF ¹	UCF	UF	UNF	USF	UWF	SUS
2010-11	50.2	49.9	45.2	48.7	.	38.2	40.1	45.5	50.1	48.1	45.8	47.8	46.1
2011-12	48.5	51.3	42.4	46.0	.	36.7	33.5	44.7	52.9	45.4	48.3	40.8	45.8
2012-13	50.3	52.9	43.8	45.5	.	38.3	41.9	46.2	52.2	44.6	49.5	45.0	46.6
2013-14	51.1	55.1	45.2	46.1	.	37.5	42.4	48.9	54.7	44.8	51.0	50.1	48.1
2014-15	49.6	54.2	44.7	46.9	.	39.1	39.5	49.7	56.1	44.7	54.6	51.1	49.3
2015-16	51	53	47	48	.	41	44	50	56	48	55	51	50
2016-17	53	54	48	48	TBD	43	45	51	56	49	55	51	51
2017-18	55	54	49	49	TBD	44	46	52	57	50	55	52	52
2018-19	57	55	50	50	TBD	45	47	53	57	51	55	53	53

8. PERCENTAGE OF GRADUATE DEGREES IN PROGRAMS OF STRATEGIC EMPHASIS

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF ²	UCF	UF	UNF	USF	UWF	SUS
2010-11	45.3	52.7	58.9	53.6	.	39.2	.	59.7	66.3	48.2	67.7	48.5	57.3
2011-12	48.8	54.5	52.9	49.0	.	38.0	.	61.7	67.0	49.0	67.4	42.1	56.8
2012-13	43.5	51.3	66.2	49.3	.	38.1	.	61.2	69.0	51.2	69.1	43.4	57.4
2013-14	43.3	55.5	63.6	52.4	.	38.5	.	57.4	69.8	50.2	69.0	46.6	58.4
2014-15	51.5	61.2	60.2	54.1	.	42.0	.	61.7	69.2	50.0	72.7	38.8	60.1
2015-16	49	58	62	56	.	46	.	62	71	51	74	44	62
2016-17	50	60	64	58	TBD	47	.	62	71	52	74	48	63
2017-18	51	62	66	60	TBD	47	.	62	72	53	74	51	63
2018-19	52	65	68	60	TBD	48	.	63	72	54	73	56	64

These tables report the percentage of degrees awarded within the academic disciplines designated by the Board of Governors as 'Programs of Strategic Emphasis' (as revised by the Board of Governors in 11/2013). A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the university goals. Note 1: This data is provided by NCF staff and not by BOG staff. Note 2: The Board of Governors selected an alternative metric for NCF – see the following page.



Performance Funding: Board of Governors Metrics

BACHELOR'S DEGREES WITHOUT EXCESS HOURS

	FAMU	FAU	FGCU	FIU	POLY	FSU ¹	NCF ¹	UCF	UF ¹	UNF	USF	UWF	SUS
2012-13	31.4	71.3	71.9	65.5	.	75	12	67.0	74	69.4	58.2	65.2	66.8
2013-14	34.0	72.9	72.3	67.6	.	74	19	66.9	77	71.1	63.9	72.8	68.5
2014-15	29.0	74.6	75.9	68.9	.	78	35	69.2	80	71.9	65.8	75.8	71.2
2015-16	35	74	76	71	.	.	.	69	.	73	68	80	72
2016-17	45	75	77	74	.	.	.	70	.	74	71	80	74
2017-18	55	76	78	78	.	.	.	71	.	75	73	80	75
2018-19	60	77	79	80	.	.	.	71	.	76	75	80	76

This table reports the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the university goals. Note 1: FSU, NCF and UF data are provided for context, but Excess Hours is not one of their PBF metrics.

FACULTY AWARDS

	2009	2010	2011	2012	2013	2014	2015	2016	2017
FSU	7	9	11	7	2	6	8	9	10
UF	22	22	18	20	15	21	22	23	25

This table reports the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

TOP 50 RANKINGS

	2015	2016	2017	2018	2019	2020
NCF	5	5	5	5	5	5

This metric reports the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities. Source: Board of Governors staff review. Actual data is shown in the highlighted column, and planned/projected data are not highlighted.

PERCENT OF FRESHMEN IN TOP 10% OF HIGH SCHOOL GRADUATING CLASS¹

	2010	2011	2012	2013	2014	2015	2016	2017	2018
NCF	50	43	35	41	45	43	44	45	46

This table reports the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida. Note 1: This metric replaces the 'Graduate Degrees in Programs of Strategic Emphasis' for NCF. Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.



Performance Funding: Board of Trustees Metrics

PERCENT OF R&D FUNDED BY EXTERNAL SOURCES

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
FAMU	88	86	80	80	80	80	80	80

This table reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources as reported to the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

BACHELOR'S AWARDED TO HISPANIC & AFRICAN-AMERICANS

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
FAU	42%	42%	43%	45%	46%	47%	48%	49%
FGCU	307	427	452	504	524	544	564	584
FIU	81%	82%	84%	85%	86%	86%	86%	87%

This table reports the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic African-American and Hispanic students. Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

NATIONAL RANK COMPARED TO FINANCIAL RESOURCES RANK (NATIONAL RANK | FINANCIAL RANK)

	2014	2015	2016	2017	2018	2019	2020
FSU	91 211	95 214	96 210	88 208	86 207	85 205	84 205

This table reports the university's overall National rank and the Financial Resources rank as calculated by U.S. News in their annual ranking of National Universities. Financial resources is based on a two-year average of spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

PERCENT OF UNDERGRADUATE SENIORS PARTICIPATING IN A RESEARCH COURSE

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
NCF	100	100	100	100	100	100

This table reports the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

NUMBER OF BACHELOR'S DEGREES AWARDED ANNUALLY

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
UCF	11,515	12,321	12,372	12,629	12,850	13,100	13,325	13,500

This table reports the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.



Performance Funding: Board of Trustees Metrics

TOTAL RESEARCH EXPENDITURES (\$M)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
UF	740	697	695	709	740	747	762	777

This table reports the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

PERCENT OF UNDERGRADUATE FTE IN ONLINE COURSES

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
UNF	6	8	11	14	15	16	17	18

This table reports the percentage undergraduate instructional activity that is delivered via Distance Learning. 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.). Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

SPECIAL NOTE: This is a new metric Pending BOT approval in June (replacing the prior metric: Percent of Course Sections offered via Distance Learning).

NUMBER OF POST-DOCTORAL APPOINTEES

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
USF	293	304	289	321	298	282	290	297

This table reports the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

PERCENT OF ENROLLED UNDERGRADUATES WHO WERE 25 OR OLDER

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
UWF	31	31	32	31	32	32	33	34

This table reports the percentage of undergraduates enrolled during the fall term who are at least 25 years old at the time of enrollment. This does not include undergraduates who have already earned a Bachelor's degree or higher. Actual data is shown in the highlighted columns, and planned/projected data are not highlighted.

SYSTEM SUMMARY
OF UNIVERSITY WORK PLANS
2016



STATE UNIVERSITY SYSTEM OF FLORIDA
Board of Governors

PENDING BOG APPROVAL
6/17/2016

Preeminent Research University: 2016 Evaluation

CRITERIA	MEASURE	SOURCE	YEAR	BENCHMARK	FAMU	FAU	FIU	FSU	UCF	UF	USF TAMPA
A	Average GPA and SAT Score for 2 subtests for incoming freshman in Fall semester	Board of Governors	Fall 2015	4.0 GPA 1200 SAT	3.4 964	3.9 1067	3.9 1120	4.1 1241	4.0 1261	4.3 1273	4.1 1223
B	National Public University Ranking	See footnotes	March 2016	Top 50 in 2 or more publications	0	0	1	7	1	10	4
C	Freshman Retention Rate (Full-time, FTIC)	I.P.E.D.S.	2014-15	≥ 90%	85%	78%	88%	93%	89%	96%	88%
D	6-year Graduation Rate (Full-time, FTIC)	I.P.E.D.S.	2009-15	≥ 70%	39%	49%	58%	79%	70%	87%	68%
E	National Academy Memberships	Top American Research Universities	2013	6	0	2	1	6	1	24	3
		Academy Directory	2016		0	1	1	6	1	26	8
F	Total Annual Research Expenditures (Science & Engineering only)	National Science Foundation	2014-15	≥ \$200 M	\$32	\$20	\$125	\$237	\$170	\$700	\$420
G	Total Annual Research Expenditures in Diversified Non-Medical Sciences (Science & Engineering only)	National Science Foundation	2014-15	≥ \$150 M	\$22	\$15	\$114	\$228	\$168	\$518	\$229
H	National Ranking in Research Expenditures in at least 5 STEM disciplines as reported by NSF (includes public & private institutions)	National Science Foundation	2013-14	5 in Top 100	0	0	3	7	7	8	7
I	Patents Awarded (over 3 year period)	US Patent Office	2013-15	≥ 100	14	13	9	101	174	303	297
J	Doctoral Degrees Awarded Annually includes Research Doctoral Degrees and Medical/Health Professional Doctoral Degrees	Board of Governors	2014-15	≥ 400	201	168	327	558	423	1,592	601
K	Number of Post-Doctoral Appointees	Top American Research Universities	Fall 2012	≥ 200	20	18	55	235	55	674	289
L	Endowment Size (\$M)	Board of Governors	2014-15	>\$500 M	\$121	\$205	\$179	\$605	\$151	\$1,556	\$417
NUMBER OF CRITERIA MET:					0	0	0	12	6	12	9

SYSTEM SUMMARY
OF UNIVERSITY WORK PLANS
2016



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

PENDING BOG APPROVAL
6/17/2016

Preeminent Research Metrics

1A. AVERAGE HIGH SCHOOL GPA FOR ENTERING FRESHMEN

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
Fall 2011	3.1	3.5	3.7	3.9	3.9	4.2	3.9
Fall 2012	3.2	3.6	3.7	4.0	3.9	4.3	3.9
Fall 2013	3.3	3.6	3.8	4.0	3.9	4.3	4.0
Fall 2014	3.3	3.8	3.9	4.0	3.9	4.3	4.0
Fall 2015	3.4	3.9	3.9	4.1	4.0	4.3	4.0
Fall 2016	3.5	4.0	4.0	4.1	4.0	4.3	4.0
Fall 2017	3.5	4.0	4.0	4.1	4.0	4.3	4.0
Fall 2018	3.6	4.1	4.0	4.1	4.1	4.3	4.1
Fall 2019	3.6	4.1	4.0	4.1	4.1	4.3	4.1

This table reports the average weighted High School Grade Point Average (GPA) for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Actual data are shown in the highlighted rows, and planned/projected data are not highlighted.

1B. AVERAGE SAT SCORES FOR ENTERING FRESHMEN (Math & Verbal Subtests)

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
Fall 2011	958	1094	1139	1229	1250	1283	1204
Fall 2012	968	1094	1141	1228	1244	1289	1210
Fall 2013	956	1075	1150	1222	1248	1287	1200
Fall 2014	958	1082	1121	1239	1257	1285	1197
Fall 2015	964	1067	1120	1241	1261	1273	1223
Fall 2016	980	1100	1140	1244	1263	1273	1220
Fall 2017	990	1125	1160	1247	1265	1280	1222
Fall 2018	1000	1150	1180	1250	1267	1280	1224
Fall 2019	1010	1200	1200	1253	1270	1290	1226

This table reports the average SAT score for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Actual data are shown in the highlighted rows, and planned/projected data are not highlighted. Note: College Board issued a redesigned SAT that replace the prior SAT in March 2016 – concordance tables have been used so these scores are comparable.



Preeminent Research Metrics (continued)

2. NUMBER OF PUBLICATIONS (ON BOG OFFICIAL LIST) RANKING UNIVERSITY WITHIN TOP 50

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2016	0	0	1	7	1	10	4
2017	1	0	1	7	2	10	5
2018	1	0	1	7	2	10	5
2019	1	0	1	8	3	10	5
2020	1	0	1	8	3	10	5

This table reports the number of top-50 rankings on well-known national public university rankings, includes: Princeton Review 'Top 50 Colleges That Pay You Back', Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

3. FRESHMEN RETENTION RATE (FULL-TIME, FTIC)

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2010-11	79	79	82	92	87	95	88
2011-12	80	78	82	91	88	96	90
2012-13	82	77	84	92	87	96	89
2013-14	81	75	84	92	88	96	89
2014-15	85	77	87	93	89	96	88
2015-16	86	79	88	93	89	97	90
2016-17	87	81	90	93	90	97	91
2017-18	88	85	91	93	91	97	92
2018-19	90	90	92	94	92	97	93

This table reports the second fall retention rate for full-time FTICs as reported annually to the Integrated Postsecondary Education Data System (IPEDS).

4. SIX-YEAR FTIC GRADUATION RATE (FULL-TIME ONLY)

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2005-11	40	43	43	74	63	84	52
2006-12	40	41	49	75	65	85	57
2007-13	41	41	52	77	67	87	63
2008-14	40	46	54	79	70	88	67
2009-15	39	49	58	79	70	87	68
2010-16	43	50	54	80	70	88	67
2011-17	49	53	56	80	72	89	70
2012-18	62	56	64	81	73	89	72
2013-19	69	62	70	82	74	89	74

This table reports the six-year graduation rate for full-time FTICs as reported annually to the Integrated Postsecondary Education Data System (IPEDS).

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Preeminent Research Metrics (continued)

5. NATIONAL ACADEMY MEMBERS

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2016	0	1	1	6	1	25	8
2017	0	1	1	7	2	25	9
2018	0	2	2	7	3	25	10
2019	1	3	3	8	4	25	10
2020	1	4	6	7	6	26	10

This table reports the total number of faculty that have been inducted into the National Academies (of Sciences, Engineering, and Medicine) based on the online member directories. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.

6. SCIENCE & ENGINEERING EXPENDITURES (\$M) (Does not include non-S&E research)

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2010-11	34	47	98	217	97	686	344
2011-12	31	47	84	208	103	650	395
2012-13	34	23	92	224	109	643	411
2013-14	29	22	107	231	143	652	438
2014-15	32	20	125	237	170	700	420
2015-16	32	18	130	206	174	707	421
2016-17	32	21	138	202	182	721	427
2017-18	33	22	149	203	189	735	434
2018-19	34	26	163	204	202	750	440

7. NON-MEDICAL SCIENCE & ENGINEERING EXPENDITURES (\$M) (Does not include non-S&E research)

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2010-11	29	37	88	208	95	508	136
2011-12	25	38	78	200	100	480	142
2012-13	26	17	86	217	105	482	193
2013-14	21	16	100	226	132	480	239
2014-15	22	15	116	228	168	518	229
2015-16	23	14	122	196	171	523	230
2016-17	24	16	129	193	176	534	233
2017-18	26	17	139	194	181	544	237
2018-19	27	20	151	195	184	555	241

These tables report the university research expenditures as reported to the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.



Preeminent Research Metrics (continued)

8. NUMBER OF SCIENCE & ENGINEERING DISCIPLINES RANKED IN TOP 100 BY EXPENDITURES (OUT OF 8 BROAD DISCIPLINES)

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2008-09	0	2	4	7	4	8	5
2009-10	0	2	2	7	4	8	5
2010-11	0	2	4	7	4	8	5
2011-12	0	2	2	7	3	8	5
2012-13	0	0	2	7	3	8	7
2013-14	0	0	4	7	7	8	7
2014-15	1	0	5	7	7	8	7
2015-16	1	0	5	7	7	8	8
2016-17	1	1	5	7	7	8	8
2017-18	1	2	6	7	7	8	8

This table reports the Top 100 rankings for Science & Engineering disciplines among public and private universities based on the National Science Foundation's annual survey for R&D expenditures. The rankings consider eight broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Actual data are shown in the highlighted rows, and planned/projected data are not highlighted.

2013-14 NATIONAL RANKING IN RESEARCH EXPENDITURES BY BROAD DISCIPLINE CATEGORY

UNIV	Computer Science	Engineering	Environ. Science	Life Science	Mathematics	Physical Sciences	Psychology	Social Sciences	TOP 100
FAMU	174	220	131	181	291	265	305	216	0
FAU	147	198	235	201	298	251	152	418	0
FIU	45	100	115	133	197	151	52	80	3
FSU	72	69	36	153	40	12	2	48	7
UCF	33	92	77	159	44	43	98	43	7
UF	93	31	54	23	87	52	60	50	8
USF-T	62	39	44	43	82	105	31	19	7

This table reports the rank of campus-level R&D expenditures by Science & Engineering disciplines for public and private universities based on the National Science Foundation's annual survey for R&D expenditures (data was extracted on March 17, 2016). Rankings include private universities.



Preeminent Research Metrics (continued)

9. PATENTS AWARDED OVER A THREE-YEAR PERIOD

	FAMU	FAU	FIU	FSU	UCF	UF	USF
2009-11	5	10	6	74	203	169	218
2010-12	11	12	6	92	221	186	261
2011-13	11	13	6	103	205	232	270
2012-14	17	15	6	109	198	263	291
2013-15	14	13	11	101	174	303	297
2014-16	20	2	23	100	208	270	291
2015-17	20	2	34	100	217	273	273
2016-18	20	2	52	100	229	276	276
2017-19	25	2	75	100	240	279	279

This table reports the number of total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.

10. DOCTORAL DEGREES AWARDED

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
2010-11	174	88	197	536	285	1,711	425
2011-12	179	117	196	562	266	1,609	417
2012-13	177	103	239	497	280	1,595	448
2013-14	159	128	257	551	356	1,671	546
2014-15	201	168	327	558	423	1,592	601
2015-16	207	188	326	510	445	1,592	645
2016-17	215	179	337	534	455	1,600	650
2017-18	222	193	400	540	465	1,600	655
2018-19	230	195	420	544	475	1,600	660

This table reports the number of research doctoral degrees awarded annually and professional doctoral degrees awarded in medical and health care disciplines (CIP=51). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.



Preeminent Research Metrics (continued)

11. NUMBER OF POST-DOCTORAL APPOINTEES

	FAMU	FAU	FIU	FSU	UCF	UF	USF-T
Fall 2009	33	6	43	258	74	597	261
Fall 2010	16	9	40	241	58	648	293
Fall 2011	20	10	51	218	65	625	304
Fall 2012	20	18	55	235	55	674	289
Fall 2013	21	9	49	212	52	677	321
Fall 2014	22	12	64	211	64	680	298
Fall 2015	23	15	74	215	68	690	277
Fall 2016	24	20	200	217	85	690	285

This table reports the number of post-doctoral appointments as reported by the Center for Measuring University Performance's annual 'Top American Research Universities' report, which is based on the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (GSS). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.

12. ENDOWMENT SIZE (\$M)

	FAMU	FAU	FIU	FSU	UCF	UF	USF
2010-11	112	180	136	525	127	1,295	344
2011-12	108	172	133	498	123	1,263	334
2012-13	115	189	149	548	135	1,360	364
2013-14	127	209	177	625	155	1,520	417
2014-15	121	205	179	605	151	1,560	417
2015-16	120	260	225	575	169	1,630	395
2016-17	125	265	250	600	182	1,750	412
2017-18	135	270	275	625	194	1,900	432
2018-19	155	276	275	650	200	1,920	448

This table reports the university's endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.



Key Performance Indicators: Teaching & Learning Metrics

from the 2025 System Strategic Plan that are not included in PBF or Preeminence

PERCENTAGE OF FRESHMEN IN TOP 10% OF HIGH SCHOOL GRADUATING CLASS

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2014	13	12	15	21	.	40	41	31	75	13	28	17	32
Fall 2015	14	11	13	18	.	38	45	33	72	19	30	14	32
Fall 2016	15	14	14	19	TBD	41	43	34	72	20	30	14	33
Fall 2017	16	15	15	20	TBD	42	44	35	72	20	31	14	34
Fall 2018	17	17	16	21	TBD	42	45	36	72	21	32	15	35
Fall 2019	18	20	17	22	TBD	43	46	37	72	21	32	16	36

This table reports the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.

PROFESSIONAL/LICENSURE EXAMS FIRST-TIME PASS RATES COMPARED TO NATIONAL/STATE AVERAGES

OF EXAMS ABOVE (or EQUAL TO) BENCHMARK | NUMBER OF EXAMS BELOW BENCHMARK

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-12	0 5	1 0	2 1	3 2	.	4 0	.	3 0	11 0	1 1	4 1	1 0	20 10
2012-13	1 5	2 0	2 1	4 3	.	5 0	.	4 1	11 0	2 0	5 0	1 0	27 10
2013-14	0 4	2 0	2 0	5 1	.	3 2	.	4 1	11 0	2 0	3 2	1 0	23 10
2014-15	0 4	4 0	2 0	3 3	.	2 3	.	5 0	10 0	2 0	5 0	0 1	24 11
2015-16	0 4	4 0	2 0	5 1	.	4 0	.	5 0	11 0	2 0	6 0	1 0	30 5
2016-17	4 0	4 0	2 0	6 0	.	5 0	.	5 0	11 0	2 0	6 0	1 0	36 0
2017-18	4 0	4 0	2 0	6 0	.	5 0	.	5 0	11 0	2 0	6 0	1 0	36 0
2018-19	4 0	4 0	2 0	6 0	.	5 0	.	5 0	11 0	2 0	6 0	1 0	36 0

This table reports the pass rates for first-time examinees for ten Professional/Licensure exams relative to the national average benchmark – the benchmark for Law is the average of Florida institutions (public and private) on the Florida Bar exam. The national average benchmarks include public and private institutions. The ten exams include: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), and Physical Therapy – see Accountability reports for actual pass rates. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.

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Key Performance Indicators: Teaching & Learning (continued)

TIME TO DEGREE (MEAN YEARS FOR FTICs IN 120HR PROGRAMS)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	5.8	5.2	4.4	5.3	.	4.3	.	4.5	4.1	5.0	5.2	5.1	4.7
2011-12	5.6	5.1	4.5	5.5	.	4.3	.	4.5	4.1	4.9	5.0	4.7	4.7
2012-13	5.5	5.0	4.6	5.6	.	4.2	.	4.5	4.1	4.9	5.1	4.6	4.6
2013-14	5.2	5.1	4.5	5.4	.	4.2	.	4.6	4.1	4.9	4.9	4.7	4.6
2014-15	5.0	4.9	4.5	5.3	.	4.1	.	4.4	4.0	4.9	4.7	4.7	4.5
2015-16	5.0	4.9	4.2	4.5	.	4.0	.	4.3	4.1	4.8	4.5	4.6	4.4
2016-17	4.9	4.8	4.2	4.5	.	3.9	.	4.2	4.1	4.7	4.3	4.6	4.3
2017-18	4.7	4.7	4.1	4.4	TBD	3.9	.	4.1	4.1	4.6	4.3	4.6	4.2
2018-19	4.5	4.5	4.0	4.4	TBD	3.8	.	4.1	4.1	4.5	4.2	4.6	4.2

This table reports the number of years between the start date (using date of first entry) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.

FOUR-YEAR FTIC GRADUATION RATES (INCLUDES FULL- AND PART-TIME STUDENTS)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2007-11	12	15	21	19	.	56	57	35	65	20	35	20	38	39
2008-12	12	17	23	23	.	61	57	40	67	25	37	27	40	42
2009-13	11	19	21	27	.	61	63	40	66	26	42	26	41	43
2010-14	12	19	20	24	.	60	54	40	67	26	43	26	40	42
2011-15	13	23	21	26	.	62	57	40	67	30	48	19	42	44
2012-16	18	24	21	28	.	62	56	42	67	31	50	20	43	45
2013-17	20	25	22	31	.	63	57	43	68	31	53	21	45	47
2014-18	25	26	23	33	TBD	64	58	44	68	32	56	22	46	48
2015-19	30	27	30	35	TBD	65	59	45	69	32	58	23	48	50

This table reports the percentage of First-Time-in-College (FTIC) undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) and who have graduated from the same institution within four years. The State University System (SUS) includes a second graduation rate which includes all graduates within the System – including those who transfer between universities. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.



Key Performance Indicators: Teaching & Learning (continued)

BACHELOR'S DEGREES AWARDED (First-majors only)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	1,296	4,593	1,616	6,637	.	7,886	167	10,646	8,685	2,995	8,190	1,903	54,614
2011-12	1,466	4,892	1,744	7,240	.	7,860	179	11,515	8,601	3,113	8,827	2,053	57,490
2012-13	1,489	5,124	1,875	7,746	.	7,938	198	12,321	8,245	3,221	8,999	1,969	59,125
2013-14	1,560	5,017	1,864	8,067	.	8,105	144	12,372	8,515	3,177	9,390	1,923	60,134
2014-15	1,508	5,473	2,062	8,494	.	8,421	177	12,629	8,604	3,207	9,290	1,926	61,791
2015-16	1,590	5,625	2,132	8,600	.	8,750	180	12,850	8,515	3,300	9,081	2,000	62,623
2016-17	1,620	5,591	2,163	8,800	TBD	8,750	185	13,100	8,515	3,350	9,225	2,010	63,309
2017-18	1,625	5,703	2,200	8,900	TBD	8,900	190	13,325	8,515	3,400	9,358	2,020	64,136
2018-19	1,650	5,817	2,300	9,000	TBD	9,050	195	13,500	8,600	3,450	9,492	2,030	65,084

GRADUATE DEGREES AWARDED (First-majors only)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	630	1,463	409	2,971	.	3,095	.	2,538	6,075	595	3,010	621	21,407
2011-12	607	1,405	397	3,383	.	3,051	.	2,679	5,949	620	3,159	581	21,831
2012-13	678	1,543	385	3,440	.	3,104	.	2,587	5,981	582	3,209	625	22,134
2013-14	615	1,518	368	3,610	.	2,927	.	2,918	6,241	590	3,401	674	22,862
2014-15	585	1,575	339	3,684	.	3,019	.	2,673	5,612	598	3,773	792	22,650
2015-16	625	1,618	350	3,597	.	2,930	0	2,770	5,620	600	3,877	790	22,777
2016-17	628	1,650	370	3,596	TBD	2,980	7	2,800	5,650	605	3,954	795	23,035
2017-18	635	1,683	375	3,628	TBD	3,050	15	2,825	5,700	610	4,035	800	23,356
2018-19	642	1,717	400	3,638	TBD	3,100	15	2,950	5,800	615	4,092	805	23,774

These tables report the counts of distinct baccalaureate and graduate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.

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Key Performance Indicators: Teaching & Learning (continued)

PERCENTAGE OF BACHELOR'S DEGREES AWARDED TO AFRICAN-AMERICAN & HISPANIC STUDENTS

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	96	39	18	81	.	22	12	25	27	16	26	13	33
2011-12	97	42	18	81	.	24	15	26	27	17	27	16	35
2012-13	97	42	23	82	.	24	14	28	27	17	28	15	36
2013-14	96	44	25	84	.	26	14	30	26	18	28	17	37
2014-15	97	45	25	85	.	25	11	31	26	19	30	18	39
2015-16	97	46	25	86	.	26	23	32	26	20	30	19	39
2016-17	95	47	26	86	TBD	27	24	33	26	20	30	20	39
2017-18	95	48	26	86	TBD	28	25	34	26	21	30	21	39
2018-19	94	49	26	87	TBD	29	26	35	26	21	31	22	40

This table reports the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees (excluding those awarded to non-resident aliens and those who chose not to report their race). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.

PERCENTAGE OF UNDERGRADUATES AT LEAST 25 YEARS OLD

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FALL 2011	10	30	15	25	.	7	2	20	6	23	26	31	19
FALL 2012	11	29	14	24	.	7	2	21	6	24	26	31	19
FALL 2013	11	28	13	24	.	7	1	21	6	25	24	32	19
FALL 2014	10	28	13	24	8	6	1	21	6	23	24	32	18
FALL 2015	10	28	13	24	8	6	1	21	6	23	24	31	18
FALL 2016	10	28	13	24	TBD	6	1	21	6	23	23	32	18
FALL 2017	10	28	14	24	TBD	6	1	22	6	23	23	32	19
FALL 2018	10	28	15	24	TBD	6	1	22	6	23	22	33	19
FALL 2019	10	28	16	24	TBD	6	1	23	6	23	22	34	19

This table reports the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.

PERCENTAGE OF UNDERGRADUATE FTE IN ONLINE COURSES

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	0	6	16	17	.	3	0	24	14	4	20	26	14
2011-12	0	7	15	20	.	4	0	25	15	6	22	25	15
2012-13	1	9	15	21	.	6	0	27	20	8	23	29	18
2013-14	1	10	16	24	.	9	0	28	26	11	23	30	20
2014-15	2	11	18	25	0	11	0	30	27	14	26	29	22
2015-16	2	19	19	28	TBD	13	0	31	27	15	28	30	24
2016-17	4	20	20	31	TBD	14	0	32	28	16	28	31	25
2017-18	8	22	25	35	TBD	16	0	33	29	17	29	32	27
2018-19	13	25	30	40	TBD	17	0	35	30	18	30	33	29

This table reports the percent of undergraduate Full-time Equivalent (FTE) instructional activity based on the US definition, which divides undergraduate credit hours by 30. 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.). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.



Key Performance Indicators: Teaching & Learning (continued)

PERCENT OF BACHELOR'S DEGREES IN STEM & HEALTH

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	36	24	27	22	.	17	30	26	37	27	25	26	26
2011-12	35	25	26	21	.	18	25	27	40	26	29	27	27
2012-13	39	27	28	20	.	20	29	29	40	26	32	31	28
2013-14	39	31	30	22	.	19	34	30	42	29	34	36	30
2014-15	40	31	31	23	.	22	27	33	43	30	39	38	32
2015-16	41	33	32	24	.	24	39	34	44	31	41	39	34
2016-17	43	33	33	24	TBD	26	40	35	44	32	41	40	34
2017-18	45	34	34	25	TBD	28	41	36	45	33	43	41	36
2018-19	46	35	35	25	TBD	29	42	36	45	34	43	42	36

PERCENT OF GRADUATE DEGREES IN STEM & HEALTH

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	40	29	27	33	.	24	.	40	54	31	47	19	40
2011-12	44	30	29	29	.	23	.	43	56	32	46	17	40
2012-13	41	30	32	32	.	24	.	42	58	33	50	19	42
2013-14	41	33	35	31	.	25	.	41	58	34	52	20	42
2014-15	51	44	37	32	.	26	.	44	58	35	57	21	44
2015-16	49	43	38	33	.	29	.	45	58	36	60	21	46
2016-17	49	44	39	34	TBD	30	100	45	59	37	61	23	46
2017-18	50	45	40	34	TBD	31	100	46	59	38	62	24	47
2018-19	51	46	41	35	TBD	32	100	46	59	39	63	25	48

These tables report the percentage of baccalaureate and graduate majors within the specific disciplines of Science, Technology, Engineering, or Mathematics (STEM) and Health Professions. Both the numerator and denominator include second majors. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.

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Key Performance Indicators: Specific to Research Universities

from the 2025 System Strategic Plan that are not included in PBF or Preeminence

FACULTY AWARDS

	FAMU	FAU	FIU	FSU	UCF	UF	USF
2009	2	1	7	7	3	22	10
2010	2	1	11	9	4	22	7
2011	1	4	5	11	4	18	10
2012	2	1	8	7	7	20	5
2013	1	3	4	2	6	15	8
2014	2	5	8	6	12	21	7
2015	2	6	8	8	14	22	8
2016	2	7	8	9	15	23	9
2017	3	8	8	10	18	25	10

This table reports the number of awards faculty received during the year based on the 23 awards tracked by the Center for Measuring University Performance's annual 'Top American Research Universities' report. Actual data is shown in highlighted rows, planned/projected goals are not highlighted.

TOTAL RESEARCH EXPENDITURES (\$M)

	FAMU	FAU	FIU	FSU	UCF	UF	USF
2010-11	53	62*	110	230	109	740	401
2011-12	52	65*	118	225	122	697	451
2012-13	51	24	128	251	127	695	467
2013-14	46	23	133	253	186	709	497
2014-15	47	21	163	256	216	740	494
2015-16	47	23	166	223	218	747	495
2016-17	50	29	173	219	226	762	510
2017-18	53	32	183	220	238	777	525
2018-19	55	34	200	221	250	793	541

PERCENTAGE OF RESEARCH EXPENDITURES FROM EXTERNAL SOURCES

	FAMU	FAU	FIU	FSU	UCF	UF	USF
2010-11	88	34*	69	64	73	49	70
2011-12	86	35*	69	66	75	53	62
2012-13	80	79	62	64	69	51	59
2013-14	81	84	64	66	46	54	60
2014-15	81	79	52	60	50	52	55
2015-16	80	88	53	57	53	52	56
2016-17	80	89	54	57	54	52	57
2017-18	80	90	55	58	55	52	58
2018-19	83	91	57	59	56	52	59

The two research expenditure tables report the total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). The percentage of research expenditures reports the amount of expenditures that were funded from federal, private industry and other (non-state and non-institutional) sources.

Actual data is shown in highlighted rows, planned/projected goals are not highlighted. Note*: Starting in 2012-13, FAU modified the methodology to align with NSF change in reporting requirements.

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Key Performance Indicators: Research Universities (continued)

LICENSES/OPTIONS EXECUTED

	FAMU	FAU	FIU	FSU	UCF	UF	USF
2009-10	0	6	1	6	12	92	37
2010-11	0	5	0	10	14	131	36
2011-12	0	2	0	13	11	129	52
2012-13	0	6	3	15	17	140	75
2013-14	0	17	3	17	23	147	91
2014-15	4	13	2	11	31	225	119
2015-16	4	16	3	16	33	230	120
2016-17	6	20	4	17	34	235	121
2017-18	6	30	4	17	36	240	122

This table reports the number of licenses/options executed as reported in the annual Accountability Reports. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.

NUMBER OF START-UP COMPANIES

	FAMU	FAU	FIU	FSU	UCF	UF	USF
2009-10	0	0	0	2	7	9	5
2010-11	0	0	0	4	1	12	8
2011-12	0	0	0	0	5	15	10
2012-13	0	1	1	2	3	16	11
2013-14	0	0	2	8	8	15	11
2014-15	2	2	2	2	10	17	8
2015-16	2	4	3	4	12	17	9
2016-17	2	5	3	5	14	18	10
2017-18	2	6	4	5	16	18	11

This table reports the number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Reports. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted.

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Planned Enrollment

Distance Learning as a Percentage of Total FTE Enrollment

UNDERGRADUATE

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	0	6	16	17	.	3	0	24	14	4	20	26	14
2011-12	0	7	15	20	.	4	0	25	15	6	22	25	15
2012-13	1	9	15	21	.	6	0	27	20	8	23	29	18
2013-14	1	10	16	24	.	9	0	28	26	11	23	30	20
2014-15	2	11	18	25	0	11	0	30	27	14	26	29	22
2015-16	2	19	19	28	TBD	13	0	31	27	15	28	30	24
2016-17	4	20	20	31	TBD	14	0	32	28	16	28	31	25
2017-18	8	22	25	35	TBD	16	0	33	29	17	29	32	27
2018-19	13	25	30	40	TBD	17	0	35	30	18	30	33	29

GRADUATE

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	0	22	24	13	.	8	.	30	13	9	21	55	17
2011-12	2	23	26	17	.	7	.	29	11	10	20	54	17
2012-13	4	25	25	18	.	9	.	29	23	13	22	63	21
2013-14	3	26	25	18	.	11	.	28	26	15	22	68	22
2014-15	3	27	27	19	0	12	0	28	28	18	24	70	24
2015-16	3	30	36	28	TBD	14	0	29	27	16	24	71	26
2016-17	3	31	37	30	TBD	1	0	29	28	16	25	72	25
2017-18	4	33	38	36	TBD	16	0	29	28	17	25	73	28
2018-19	5	34	39	39	TBD	17	0	29	28	18	25	74	29

Note: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. 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.). Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System out-year goals are mathematically derived from the university goals.

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Planned Enrollment (continued)

TOTAL UNDERGRADUATE FTE ENROLLMENT BY ACADEMIC YEAR

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	11,281	19,296	9,244	30,879	.	32,713	917	43,539	32,641	12,691	34,005	8,373	235,579
2011-12	10,655	20,401	9,898	33,550	.	33,815	961	45,446	32,457	12,766	34,093	8,620	242,661
2012-13	9,632	20,736	10,384	34,130	.	33,505	946	45,565	32,315	12,712	34,282	8,810	243,015
2013-14	8,656	21,011	10,943	35,637	.	31,448	896	45,138	32,617	12,462	33,843	8,588	241,238
2014-15	8,090	20,781	11,431	36,257	500	31,558	957	45,796	32,664	12,302	33,680	8,516	242,532
2015-16	7,924	21,308	11,738	36,520	TBD	30,566	959	47,283	33,715	11,904	34,169	8,565	245,513
2016-17	7,489	21,201	11,943	38,201	TBD	31,223	933	48,104	35,109	11,994	34,481	8,570	250,456
2017-18	7,550	21,424	12,223	38,938	TBD	31,399	960	48,890	36,692	12,125	34,773	8,577	254,772
2018-19	7,826	21,650	12,510	39,894	TBD	31,566	990	49,645	38,177	12,255	35,073	8,586	259,431
2019-20	8,057	21,878	12,803	40,980	TBD	31,753	1,018	50,586	39,578	12,389	35,328	8,600	264,224
2020-21	8,328	22,111	13,105	42,595	TBD	31,938	1,041	51,453	40,916	12,525	35,648	8,618	269,535
2021-22	8,467	22,344	13,414	43,314	TBD	32,125	1,062	51,655	42,089	12,662	35,977	8,637	273,022
ACTUAL ANNUAL %CHANGE	-8.0%	1.9%	5.5%	4.1%	.	-0.9%	1.1%	1.3%	0.0%	-0.8%	-0.2%	0.4%	0.7%
PLANNED ANNUAL %CHANGE	2.5%	1.1%	2.4%	2.5%	TBD	0.6%	2.6%	1.4%	3.7%	1.1%	0.9%	0.2%	1.7%

This table reports the actual and planned Full-time Equivalent (FTE) enrollment by Academic Year. Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. This FTE data is based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. The planned annual percent change is based on the growth rate from 2016-17 to 2021-22. Actual data are shown in the highlighted rows, and planned/projected goals are rounded to the nearest tens digit and are not highlighted. The System out-year goals are mathematically derived from the university goals.

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Planned Enrollment (continued)

TOTAL GRADUATE FTE ENROLLMENT BY ACADEMIC YEAR

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	2,069	3,369	1,025	7,532	.	7,711	.	5,956	14,945	1,375	7,800	1,340	53,122
2011-12	2,119	3,263	981	7,903	.	7,772	.	5,851	14,609	1,335	7,806	1,353	52,993
2012-13	2,072	3,304	906	7,946	.	7,553	.	5,892	14,518	1,277	7,968	1,430	52,867
2013-14	1,861	3,163	859	7,967	.	7,454	.	5,738	14,129	1,279	8,282	1,550	52,281
2014-15	1,796	3,133	837	8,015	20	7,337	.	5,518	14,036	1,364	8,555	1,633	52,244
2015-16	1,721	3,181	823	8,032	TBD	7,131	4	5,532	14,412	1,361	8,675	1,688	52,584
2016-17	1,627	3,216	836	8,685	TBD	7,335	22	5,801	14,715	1,403	8,844	1,701	54,223
2017-18	1,640	3,251	853	8,675	TBD	7,464	30	6,019	14,771	1,424	9,017	1,720	54,916
2018-19	1,700	3,287	876	8,887	TBD	7,611	30	6,219	14,775	1,445	9,195	1,746	55,824
2019-20	1,750	3,326	900	9,130	TBD	7,777	30	6,417	14,779	1,467	9,376	1,780	56,799
2020-21	1,809	3,363	925	9,490	TBD	7,944	30	6,627	14,784	1,488	9,561	1,818	57,906
2021-22	1,839	3,403	952	9,649	TBD	8,124	30	6,730	14,790	1,512	9,751	1,865	58,713
ACTUAL ANNUAL %CHANGE	-3.5%	-1.8%	-4.9%	1.6%	.	-1.2%	.	-1.9%	-1.6%	-0.2%	2.3%	5.1%	-0.4%
PLANNED ANNUAL %CHANGE	2.5%	1.1%	2.6%	2.1%	TBD	2.1%	6.4%	3.0%	0.1%	1.5%	2.0%	1.9%	1.6%

This table reports the actual and planned Full-time Equivalent (FTE) enrollment by Academic Year. Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. This FTE data is based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. The planned annual percent change is based on the growth rate from 2016-17 to 2021-22. Actual data are shown in the highlighted rows, and planned/projected goals are rounded to the nearest tens digit and are not highlighted. The System out-year goals are mathematically derived from the university goals.



Planned Academic Programs

New Programs To Be Considered in 2016-17 by the Universities

CIP	CIP TITLE	PSE	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF SP	USF SM	UWF
NUMBER OF NEW PROGRAMS		55	8	3	2	11	0	6	0	9	2	4	2	1	0	7
PROGRAMS OF STRATEGIC EMPHASIS (PSE)		46	8	3	2	11	0	4	0	6	1	2	2	1	0	6
BACHELOR'S																
01.1001	Food Science	Y	•													
03.0103	Environmental Studies	Y														
09.0101	Communication Studies	Y														
09.0702	Digital Communication and Media	Y	•			•										
09.0900	Public Relations, Advertising	Y				•										
11.0104	Informatics	Y			•											
14.1801	Materials Science and Engineering	Y														
14.1901	Mechanical Engineering	Y														•
15.1001	Construction Management	Y			•											
15.1003	Concrete Industry Management	Y				•										
15.9999	Internet of Things	Y				•										
26.0102	Biomedical Sciences	Y														•
26.1501	Neuroscience	Y						•								
30.0000	General Studies	Y														•
30.0101	Honors Science	Y		•												
44.9999	Nonprofit Management	Y														
51.0000	Interprofessional Health Sciences	Y		•												
51.2201	Public Health	Y	•			•										
52.0203	Supply Chain Management	Y	•			•										
52.0701	Entrepreneurship	Y						•								
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS																
09.0900	Public Relations, Advertising	Y														
11.0103	Information Technology	Y														•
11.0199	Data Science	Y				•										
13.0401	Educational Leadership	Y														
13.0406	Higher Education Administration	Y														
14.0201	Aerospace Engineering	Y	•					•								
16.0399	East Asian Languages and Cultures	Y						•								
26.1307	Conservation Biology	Y														•
30.2501	Cognitive Sciences and Systems	Y														•
30.3201	Marine & Coastal Sciences	Y		•												
43.0118	Law Enforcement Intelligence	Y						•								
43.0302	Emergency and Crisis Mgmt	Y														•
45.0702	GIS Administration	Y														•
51.0701	Healthcare Administration	Y														•
51.0913	Athletic Training	Y														•
51.1503	Social Work	Y														•
51.9999	Genetics Counseling	Y														
52.0203	Supply Chain Management	Y	•			•										
52.0701	Entrepreneurship	Y														
DOCTORAL																
14.0201	Aerospace Engineering	Y	•					•								
16.0102	Linguistics	Y				•										
19.0701	Family, Youth & Comm Science	Y														•
27.0101	Mathematical Science	Y				•										
27.0501	Data Analytics	Y														•
30.1701	Integrative Anthropological Sciences	Y														•
51.2306	Occupational Therapy	Y														•
51.3818	Doctor of Nursing Practice	Y	•													
52.1101	Business Admin. International	Y				•										



Gift Aid & Net Tuition by Family Income Group

PERCENT OF 2015-16 FULL-TIME FLORIDA RESIDENT UNDERGRADUATES BY FAMILY INCOME

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
BELOW \$40,000	60	36	23	53	.	22	25	34	25	31	33	36	33
\$40,000-\$59,999	14	11	9	11	.	9	12	10	9	12	12	11	10
\$60,000-\$79,999	8	8	7	6	.	8	8	8	7	10	9	9	8
\$80,000-\$99,999	5	5	7	4	.	8	5	7	6	9	8	8	6
\$100,000 ABOVE	11	15	17	11	.	32	34	23	25	26	22	19	22
NOT REPORTED	3	25	36	15	.	20	16	19	29	13	16	19	21

AVERAGE ANNUAL GIFT AID BY FAMILY INCOME (\$)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
BELOW \$40,000	7,880	7,230	10,070	7,290	.	9,420	10,490	7,850	10,350	9,040	8,830	7,300	8,450
\$40,000-\$59,999	5,480	5,120	5,810	4,730	.	6,580	9,570	6,300	6,620	6,930	6,780	4,970	6,090
\$60,000-\$79,999	3,610	2,840	3,610	3,090	.	4,110	7,220	4,670	4,210	4,710	4,510	2,500	4,020
\$80,000-\$99,999	3,550	2,040	3,040	2,740	.	3,350	6,120	4,120	3,390	3,210	3,360	1,860	3,280
\$100,000 ABOVE	3,440	1,720	2,600	2,440	.	2,950	5,510	4,000	3,150	2,760	3,390	1,540	3,090
NOT REPORTED	270	900	0	1,210	.	3,100	4,880	2,110	2,810	3,400	2,520	1,110	2,080
TOTAL	6,310	4,000	3,820	3,580	.	4,890	7,330	4,840	5,090	5,560	5,550	3,990	4,770

AVERAGE ANNUAL NET TUITION & FEES BY FAMILY INCOME

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
BELOW \$40,000	-2,380	-1,820	1,750	-70	.	-3,420	-4,040	-1,970	-4,040	-3,280	-3,050	-1,730	-2,100
\$40,000-\$59,999	50	340	3,650	2,630	.	-550	-3,280	-470	-310	-1,150	-970	650	170
\$60,000-\$79,999	2,020	2,620	4,900	4,100	.	1,950	-910	1,070	2,100	1,080	1,420	3,120	2,150
\$80,000-\$99,999	2,130	3,420	4,840	4,720	.	2,720	160	1,750	2,920	2,530	2,590	3,720	2,910
\$100,000 ABOVE	2,240	3,770	4,950	4,890	.	3,120	600	1,890	3,160	2,990	2,590	4,150	3,070
NOT REPORTED	5,260	3,980	5,490	5,570	.	3,010	1,090	3,810	3,500	2,130	3,400	4,500	3,890
TOTAL	-770	1,300	2,290	3,640	.	1,170	-1,110	1,010	1,220	180	330	1,620	1,320

These tables report Fall and Spring financial aid data that are accurate as of March 31, 2016. Please note that small changes to Spring 2016 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. The bottom-line Average represents the average of all full-time undergraduate Florida residents. "Not Reported" represents students who did not file a Free Application for Federal Student Aid (FAFSA).

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Student Debt

PERCENT OF BACHELOR'S RECIPIENTS WITH DEBT

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	84	49	45	47	.	54	32	49	38	43	53	48	49
2011-12	85	46	47	46	.	51	39	52	41	41	57	52	50
2012-13	86	50	49	49	.	53	39	48	43	49	59	55	51
2013-14	87	53	46	48	.	54	38	50	44	49	59	56	52
2014-15	88	54	46	48	.	52	48	52	43	49	59	56	52

This table reports the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by the university - excludes parent loans. Source: Common Dataset (H4). Only actual data are provided.

AVERAGE AMOUNT OF DEBT FOR ALL BACHELOR'S GRADUATES (\$)

	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11	24,800	9,400	7,500	8,100	.	11,400	4,500	9,700	6,700	7,100	11,500	8,400	9,500
2011-12	25,200	9,200	8,400	8,100	.	11,900	7,100	11,100	8,100	6,900	12,900	9,800	10,400
2012-13	26,900	10,700	10,500	8,800	.	12,100	7,000	11,100	8,900	8,900	13,400	11,000	11,000
2013-14	27,300	10,800	10,600	8,900	.	13,100	6,700	11,700	9,100	9,700	13,300	11,800	11,400
2014-15	28,500	12,500	11,300	9,100	.	11,900	7,200	11,300	9,400	10,100	13,400	12,700	11,500

This table reports the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year. This data is calculated by multiplying the 'Percent of Bachelor's with Debt' and the 'Avg Amount of Debt for Bachelor's with Debt' as reported by universities to the Common Dataset CDS (H5). Only actual data are provided.

STUDENT LOAN DEFAULT RATES (3YR RATES)

DEFAULT YEARS	FAMU	FAU	FGCU	FIU	POLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2009-12	18.9	8.5	8.2	10.5	.	6.9	6.9	7.1	3.8	8.8	10.0	10.6	8.7
2010-13	14.7	7.6	6.3	8.9	.	5.8	1.0	5.4	3.6	7.5	7.4	9.7	7.1
2011-14	14.7	6.2	4.6	6.8	.	5.0	5.4	4.3	3.0	4.7	5.3	7.5	5.7
2012-15 PRELIM.	14.0	5.2	6.0	5.5	.	4.4	5.4	4.9	2.1	4.5	5.2	7.2	5.4

This table reports the Student loan cohort default rate (CDR) data and includes undergraduate and graduate students. This data refers to the three federal fiscal year period when the borrower enters repayment. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>. Actual data are shown in the highlighted rows. The 2012-15 data is preliminary and not finalized until September. The preliminary System data is mathematically derived from the university preliminary data.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**Board of Governors Staff Observations
Regarding 2016 University Work Plans**

Revised

June 2016

University of Central Florida
Major Challenges / Items of Particular Note
<p>UCF's newly created Downtown Campus presents challenges as well as opportunities. Challenges include ensuring that projected student headcount enrollments are met, and that interdisciplinary activities remain on-going as faculty leave for the Downtown Campus. UCF will closely monitor the building of more physical infrastructure to ensure that the Downtown Campus remains on-track.</p> <p>UCF needs to work toward reducing its high student-to-faculty ratio.</p> <p>Due to its large transfer population, UCF's substantial number of major-specific courses need to be offered. Such courses are more costly than general education course work.</p> <p>How is the University addressing the issue of excess hours? UCF has made improvements this year over last year, but the University still has the second lowest percentage of students in the SUS who graduate without earning excess hours en route to the bachelor's degree.</p> <p>In citing the "power of scale," UCF, as a multi-campus university correctly notes it is the largest of the SUS institutions. At the March Board of Governors meeting, Board staff presented data on declining enrollments at some of UCF's regional sites. What plans does the University have to address these declining enrollments at some of the sites? Is closing some of the sites on the table?</p> <p>The University states that it plans to increase the number of tenured and tenure-track faculty by 25% and increase the percent of full-time faculty in academic units by 65%. Can UCF explain in more detail how it intends to proceed with this strategic initiative?</p>
Mission and Vision
<p>The UCF mission is appropriate to the institution. UCF is a multi-campus, metropolitan research-intensive university, responding to the economic, cultural, intellectual, environmental, and societal needs of the Central Florida region. UCF's intentions are to provide experiential learning, scholarship and impactful research, and student leadership growth. UCF is engaged in highly relevant continuing education and public service initiatives that address pressing</p>

local, state, national, and international issues. UCF places a great premium on partnerships with business and industry, with proximate postsecondary institutions, and with regional health related institutions.

Excellence and Opportunities

UCF provides excellent distance learning opportunities. UCF’s College of Optics and Photonics is nationally and even internationally recognized for its research. UCF’s relatively new College of Medicine is housed in one of the finest facilities in the nation with other health related endeavors and facilities nearby. The College’s research portfolio is growing and will grow further over time.

UCF’s 2+2 DirectConnect is an excellent model of what institutions, working together, can do to accelerate student transfer. UCF performs well in areas such as student retention, progression, and graduation rates.

Developing the recently approved UCF Downtown Campus is a clear opportunity for UCF, but not without its challenges.

Florida Atlantic University

Major Challenges / Items of Particular Note

FAU should (and has indicated that it will) focus on all metrics associated with student success: timely progression toward degree, improving retention and FTIC six-year graduation rates, and increasing four-year graduation rates.

FAU has the lowest second year retention rate with at least a GPA of 2.0 among the SUS institutions, even though the University is improving on this metric.

In Fall 2015, FAU had the lowest percentage of freshmen in the top 10% of its high school graduating class.

In 2013-14, FAU had no nationally ranked programs in research expenditures by broad discipline category for the seven institutions listed on this preeminence metric and was tied for last in the number of science and engineering disciplines ranked in the top 100 by expenditures of the seven schools listed on this preeminence metric. What is the University doing to increase its research profile?

Mission and Vision

The mission and vision are appropriate to the institution. FAU cites its multi-campus structure as a distinguishing feature. FAU aspires to be known for the quality of its programs across multiple campuses and classified as a very high research institution actively engaged with its community.

The University's new focus on shifting the campus culture to 4-year graduation rates and promoting undergraduate research is commendable.

Excellence and Opportunities

FAU's strategic location is an asset. FAU intends to capitalize on its location in a strategic corridor stretching along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. Programs of current or emerging strength include neuroscience, ocean science and engineering/environmental sciences, and sensing and smart systems.

FAU is "right-sized" with regard to the percentage of baccalaureates awarded in Programs of Strategic Emphasis.

Agreements with Scripps Florida and the Max Planck Florida Institute for Neuroscience are facilitating research and educational programming that will recruit promising scientists and provide opportunities for external funding. FAU's relatively new College of Medicine is a positive asset for the institution and will only increase as its research portfolio grows.

Research areas are focused and well-articulated, and the academic programs FAU intends to implement appear to be a good fit with the University. In particular, the *Tech Runway* initiative represents a commendable focus on growing ROI on research.

The University's focus on targeted hiring of new faculty and growing the research function, especially in Healthy Aging, Neurosciences, Ocean Sciences and Sensing and Smart Systems, is very well aligned with Florida's needs. Key targeted faculty hires show excellent strategic planning and action.

FAU is notable for its planned increase in its FTIC high school class rank. FAU has recently adopted a new strategic plan that includes increasing admission requirements.

FAU is rightly proud of the diversity of its student body. What does the University mean when it states that it will “. . . build[ing] on our ethnic diversity to also become a geographically diverse population of students.” Does this refer to recruiting students from all over Florida, or from other states, or internationally, or all three?

FAU’s “Pillars and Platforms” strategy is notable, whereby Pillars define institutional programs that are focused on creating knowledge to benefit society, and Platforms represent scholarly activities that apply to and support the Pillars.

The University’s “Soar in Four” effort to entice more students to graduate in four years is notable, and will positively impact time-to-degree.

The University’s “Pathways to Graduate Education” initiative is timely and aligns very well with the Board’s focus on research, which includes graduate education.

The University has made strides in rebuilding FAU’s standing in the community. It is noteworthy that FAU has filed the application for the Carnegie Community Engagement Elective Classification. This represents a major turnaround over the past several years.

Florida State University

Major Challenges / Items of Particular Note

What specific plans and strategies with FSU employ to make it into the Top 25? How is the University spending its preeminence dollars to support efforts to get into the Top 25 in national rankings?

FSU’s identification of the need to recruit and retain faculty is appropriate. What exactly is FSU doing to hire and retain star faculty?

FSU needs to continue to focus on improving the % of bachelor’s graduates enrolled or employed at \$25K or higher and the median wages of its graduates. It is the lowest among all SUS institutions on these two metrics, after FAMU and New College.

FSU's 6-year graduation rate, at 79.3%, is good. What are the 6-year graduation rates for FSU's national peers, especially those peers that are among the Top 25 in national rankings?

What is FSU doing to increase faculty awards? This number dropped this year.

Why did FSU's scores also decline on the number of professional licensure & certification exam pass rates above benchmarks in Nursing, Law and Medicine? 2016 Actual was 2 out of 5 exams. The year before it was 3 of 5.

FSU will need to strive to improve on preeminence metrics if it wishes to reach its status as a top-ranked university nationally.

In 2014-15, FS had the lowest percent of bachelor's as well as master's degrees in STEM and health.

FSU notes that reducing time-to-degree for transfer students is part of the University's efforts to enhance affordability. How much of an issue time-to-degree for transfer students? Does FSU's unique general education requirements, which are up to 6 credits of coursework that are allowed as a result of the preeminence legislation and that cannot be earned through any acceleration mechanism, potentially contribute to longer time-to-degree for transfer students?

Mission and Vision

The mission and vision are appropriate to the institution. FSU focuses on technology, the arts, humanities, and workforce-related professions while being strongly rooted in the traditions of the liberal arts. FSU aspires to be "one of the world's premier institutions of higher education," and certainly one of the top 25 public universities in the U.S.

Excellence and Opportunities

FSU is designated by the Board of Governors as a Preeminent State Research University. FSU has several nationally recognized programs – from the high Magnetic Field Laboratory to visual and performing arts, including its film school. FSU initiatives include targeting access and affordability with a variety of tools and strategies, and investing in new practices and new ways of using technology that enables the University to become more efficient. FSU will introduce additional efforts to reduce the time – to-degree, especially for transfer students; additional scholarship programs; and a focus on reducing student debt.

While the FSU College of Medicine is clearly an asset, its mission is not typical of most medical schools, which serve as generators for accumulating research funding. Programs within the College such as gerontology are notable.

The programs that FSU intends to implement, both in 2016-17 and on into the out-years, are appropriate and, in engineering, consistent with FAMU's plans.

Florida Gulf Coast University

Majors Challenges / Items of Particular Note

FGCU references "Emerging Preeminence. FGCU can and should continue and aspire to excellence, but excellence is not synonymous with Emerging Preeminence, which is legislatively defined in Florida. FGCU has achieved the benchmarks in none of the 12 preeminent metrics.

FGCU makes reference to exploring the feasibility of a School of Dental Medicine and a School of Pharmacy. A School of Dentistry does not fit within FGCU's mission. Furthermore, the gap analysis conducted by the Board's Health Initiative Committee demonstrated that Florida had enough dentists. A School of Pharmacy also does not fit within FGCU's mission. FGCU awards the lowest number of degrees in the health sciences of any of the SUS institutions. FGCU has fewer resources to build upon for dental and pharmacy programs than other SUS institutions. The cost-per-degree to establish these programs at FGCU will be significantly higher than elsewhere in the system.

FGCU's cites as its biggest challenge in the immediate future improving its four-year graduation rate. FGCU states that it intends to "Implement policies and practices to keep students on a successful pathway to four-year graduation." What specifics are there to support this statement? What activities is the university undertaking to accomplish this?

Please explain the impetus for establishing the health practice clinics. How will the clinics will improve faculty teaching and mentoring of students? How will this impact faculty research?

FGCU cites an intention to “Improve resources and structures to foster faculty research and scholarship while also expanding opportunities for undergrad and graduate student research.” What specifics are there to support this statement? What activities will the university undertake to accomplish this?

The University is to be commended for creating an Honors College to recruit academically better-prepared students. How will FGCU market itself to local high schools in an attempt to recruit these students? How will they work with local high school guidance counselors?

Mission and Vision

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. As the only university in its service area, FGCU is particularly focused on addressing regional needs.

Excellence and Opportunities

The success of FGCU’s focus is demonstrated by the number of students that are gainfully employed in professional positions after graduation. FGCU values both community partnerships and worthwhile public service. FGCU’s focus on environmental sustainability is notable.

FGCU’s 2016-2021 strategic plan focus on academic excellence and entrepreneurship is appropriate to a comprehensive-regional university. FGCU also intends to focus on connecting academic programs with employment opportunities for its graduates. The focus on student outcomes after graduation is commendable.

FGCU intends to implement only two new academic programs in 2016-17. The list of programs to be explored in the out-years is more ambitious.

Marine and environmental sciences is included in FGCU’s mission statement as a program of strategic emphasis. It would be appropriate to develop this area even more into a truly preeminent program. FGCU can build upon its locational and programmatic strengths in this area to create a truly world-class program.

New College of Florida	
Major Challenges / Items of Particular Note	
	<p>NCF's retention rate requires concentrated improvement. This will involve expanded advising resources, coordinated communications, and workshops for first-year students engaged in independent study.</p> <p>NCF's reputation as one of the very best public liberal arts colleges in the United States is well-known and well-earned. NCF's traditionally greatest strengths – its small classes, its one-on-one instruction, the involvement of its students with research, and its requirement of a senior thesis – should be valued and maintained.</p> <p>Please explain what New College intends when it states (p. 5) "We will replace the majority of our Student Affairs staff."</p> <p>NCF's percent of bachelor's graduates enrolled or employed and earning at least \$25,000 a year is the lowest in the SUS, as is its median wages of recipients employed full-time in Florida one year after graduation. How well are efforts to improve these two metrics working?</p> <p>Please describe in more detail how New College intends to improve external research funding and increase resources for faculty research.</p>
Mission and Vision	
	<p>The mission and vision are appropriate to New College of Florida and include providing a liberal arts education of the highest quality in the context of a small, residential public honors college. NCF aspires to be the preeminent public residential arts and sciences college in the United States.</p>
Excellence and Opportunities	
	<p>NCF has recently adopted a new strategic plan that includes increasing admission requirements.</p> <p>NCF is currently the 4th ranked public liberal arts college in the nation. NCF is characterized by the excellence of its faculty and its highly individualized programs of study.</p> <p>Construction will soon begin on the new Heiser science wing, expanding the laboratory, research, and teaching spaces for growing numbers of STEM students. NCF recently implemented an MS in Data Science and will soon graduate its</p>

first cohort and, if successful, the master’s-level program will enhance opportunities for partnerships and linkages with business and industry.

NCF does not intend to implement new academic programs, either in 2016-17 or in the out-years.

New College is to be commended for its strong new focus on career services for its students. The College stated that in the 2015-16 academic year, it reached 575 students regarding career goals, internships, and applications for fellowships for grad school. With a student body of around 850, that is impressive.

New College’s new focus on quantitative literacy sounds promising. As a follow-up, it would be interesting to receive feedback about how this change affected student learning once it has been implemented.

University of South Florida System	
Major Challenges / Items of particular Note	
<p>The USF System’s goal to increase the number of graduates in Programs of Strategic Emphasis is ambitious, as is its goal to improve on its Academic Progress Rate.</p>	<p>The challenges for USF Tampa include maintaining momentum in student success while working to increase budgetary efficiencies and hold down costs for students. At USF St. Petersburg, challenges include increased needs for teaching and laboratory space as STEM programs grow, and improving graduation and retention rates. For USF Sarasota-Manatee, a primary challenge is finding ways to enhance the campus-life experience as it builds its lower-division student population.</p>
Mission and Vision	
<p>The University of South Florida System represents a distinctive system whereby its three institutions develop missions and strategic plans that best fit the communities they serve while also working together to achieve synergies and economies of scale. USF Tampa is classified by Carnegie as a very high research university, and is seeking AAU eligibility. USF St. Petersburg and USF Sarasota-Manatee focus on faculty excellence, student success, strategic</p>	

partnerships with their communities, and taking advantage of the resources of the Tampa campus. The goals and missions of the three institutions will help bolster the USF System's collective strengths.

Excellence and Opportunities

USF Tampa is classified by Carnegie as a doctoral research university. Pending Board of Governors approval, USF Tampa will be designated as an Emerging Preeminent State Research University. The System has created a robust accountability system to track key metrics. USF Tampa and USF St. Petersburg are both recognized by the Carnegie Foundation as community engaged universities. Both USF Sarasota-Manatee and USF St. Petersburg are developing successful STEM programs that address local and statewide workforce needs that play an important role in regional economic development. Both USF St. Petersburg and USF Sarasota-Manatee offer students an intimate campus experience and a high level of student-faculty interaction.

The USF System is once again a top performer in the Board's performance funding model.

USF's research portfolio is clearly a strength, especially in the health sciences and activities associated with its medical school. This strength should only increase with moving its college of medicine to better facilities in downtown Tampa, where it will be proximate to the USF Center for Advanced Medical Learning and Simulation and the USF Heart Institute.

The System's number and type of new degrees planned, both for 2016 and on into the out-years, appear to be appropriate.

University of South Florida Tampa

Major Challenged / Items of Particular Note

How does USF-Tampa plan to reach preeminent status? How many years will this require?

Moving USF Tampa's Morsani College of Medicine and its Health Heart Institute to downtown Tampa will be an exciting but heavy lift that will entail a great expenditure of energy. Like most major research institutions, USF Tampa will be challenged to have sufficient faculty and physical infrastructure to continue on a path to the highest national prominence.

Mission and Vision
<p>The mission and vision are appropriate to the institution. The USF Tampa's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a competitive global market. USF Tampa is a global research university dedicated to student success and views itself as Florida's leading metropolitan research university. Accordingly, USF Tampa is focused on student success in the context of a global curriculum, learner-centered research, major research and scientific discovery, and university-community partnerships via scholarly research and technological innovation.</p>
Excellence and Opportunities
<p>USF is a Carnegie-classified Doctoral Research University, Highest Research Activity, positioned for membership in the Association of American Universities. Pending Board of Governors approval, USF Tampa will be designated as an Emerging Preeminent State Research University. USF Tampa's hosting of the National Academy of Inventors demonstrates the USF Tampa's commitment to research excellence.</p> <p>USF Tampa has leveraged its strength in STEM education and research as part of a new STEM initiative aimed at better connecting students in STEM with the region's workforce. Another key initiative that will build momentum in the coming months and years is the move of the Morsani College of Medicine and USF Health Heart Institute to downtown Tampa, creating synergies and opportunities for collaboration with health professionals throughout Tampa's metropolitan core and at USF Tampa's main teaching hospital, Tampa General Hospital.</p> <p>USF Tampa's research profile is generally high, and even more so in health-related research, some of which is nationally recognized. The USF Tampa College of Medicine is a great strength for USF Tampa. USF Tampa is also advantaged by its Center for Advanced Medical Learning and Simulation, a world-class health-related facility.</p>

University of South Florida St. Petersburg
Major Challenges of Note
<p>The USF St. Petersburg's top priority is student success through increased student retention and graduation rates. A challenge is the limited opportunity for physical expansion. USF St. Petersburg's plan to grow to 10,000 students by 2025 presents the typical needs associated with growth. As USF St. Petersburg grows, it will need to concentrate on</p>

acquiring the faculty, infrastructure, and sustainable funding to meet future needs. Specifically, USF St. Petersburg will have increased demands for teaching and laboratory space, as well as for financial aid to assist its student population.
Mission and Vision
The University of South Florida St. Petersburg’s mission is appropriate to the institution. USF St. Petersburg serves a primarily undergraduate and master’s-level student population while contributing to and benefiting from the association, cooperation, and shared resources of a major research university.
Excellence and Opportunities
USF St. Petersburg cites as strengths its excellence in teaching, high levels of faculty-student interaction, and collaborative community engagement and partnerships. Another strength is the institution’s location in the heart of St. Petersburg’s culture and arts corridor, its premier health facilities, and its business district. The University’s core capabilities include excellence in teaching through all forms of delivery, high levels of faculty-student interaction, and collaborative community engagement and partnerships. The fact that the USF St. Petersburg is young and still developing as an independent institution enables its ability to shape its own destiny.
One of the institution’s goals is to increase annual enrollment to 10,000 students by 2025.

University of South Florida Sarasota-Manatee
Mission and Vision
The University of South Florida Sarasota-Manatee’s mission and vision are, for the most part, appropriate and sufficiently restricted to the institution. The USF Sarasota-Manatee provides high quality bachelor’s- and graduate-level education and scholarly activity in a personalized learning community.
USF Sarasota-Manatee’s reference to becoming “nationally recognized” does not fit with the institution’s mission.
If USF Sarasota-Manatee is positioned to be relatively challenge-free in the coming years with the exception of additional STEM infrastructure that may be necessary to achieve its planned and necessary growth in this area.
Excellence and Opportunities
USF Sarasota-Manatee serves its market by offering a mix of online and classroom instruction at times that are convenient to a commuter student population, addressing the specific higher education needs of the region. USF

Sarasota-Manatee provides access to a personalized, learning experience that permits students to “learn where they earn.” USF Sarasota-Manatee capitalizes on its low student-to-faculty ratio. As a member of the USF System, USF Sarasota-Manatee benefits from the efficiency of shared resources, a unified brand that yields identity and impact, and the opportunity for collaboration with other USF System institutions. One such example is a new partnership between USF Tampa and USF Sarasota-Manatee in engineering, whereby USF Sarasota-Manatee students will complete two years of pre-engineering coursework and then transfer to the USF Tampa campus to obtain a baccalaureate in engineering. USF Sarasota-Manatee’s new College of Science and Mathematics will expand laboratory and research space, and increase enrollment growth in STEM and Areas of Strategic Emphasis programs.

University of West Florida

Major Challenges / Items of Particular Note

UWF recognizes the importance of increasing its visibility and reputation.

UWF’s goals relative to increasing the number of graduates in Programs of Strategic Emphasis at the master’s-level are ambitious. In 2014-15 UWF’s percentage of graduate degrees in Programs of Strategic Emphasis was the lowest in the SUS. The academic programs that UWF intends to implement in 2016-17 are modest and appear to be appropriate. UWF proposes to explore six doctorates, however, including the Doctor of Nursing Practice, in the 2017-19 out-years. The University should review whether 6 doctorates is too many to develop and implement over the next three years.

UWF will need to focus on challenges associated with improving performance on key indicators such as student persistence and graduation rates which, in turn, require more resources and human capital.

Under Key Initiatives, the University notes that it will invest in “focused initiatives and high-impact practices to improve student engagement, learning, retention and subsequent job placement.” What activities is UWF planning to undertake to promote this?

UWF’s 6-year graduation rates and 2nd year retention rates are among the lowest in the SUS. After making progress and improving from 46.4% to 50.5% with last year’s cohort, UWF’s 6-year grad rate fell back to 46.7%. Could the University please explain the decline? What specific action is the University taking to improve the rate?

Another challenge is UWF's location in the Florida Panhandle. While this location provides access to students from the Panhandle area, it also risks seeing prospective students leaving its service area for neighboring states.

Under the Statement of Strategy, what is meant by "appropriate balance?" Is it UWF's intention to target specific audiences to change the enrollment mix of students? For example, greater numbers of residential students? Or graduate students? Which populations of students is UWF targeting?

Mission and Vision

The mission and vision are appropriate to the institution. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; and to engage in community partnerships that respond to mutual concerns and opportunities that advance the economy and quality of life in Northwest Florida.

Excellence and Opportunities

UWF intends to contribute to statewide economic development through programming in STEM and by entering into partnerships with other SUS institutions to address shortages in critical, high-skill, high-wage areas of strategic emphasis such as cybersecurity, mechanical engineering, entrepreneurship, supply chain logistics, and nursing.

UWF cites as strengths its smaller classes, its focus on targeted and applied research, its public-private partnerships, and its extensive community service and engagement.

UWF cites as an opportunity its 50th anniversary in 2017, and embarking on a multi-million dollar comprehensive campaign to help raise funds and awareness for its strategic priorities.

UWF intends to invest in focused initiatives and high-impact practices that improve student engagement, learning, retention, and subsequent job placement and professional success.

UWF will lead the implementation of Complete Florida, creating a pathway for two million adults in Florida to return to college to earn a degree, and will also host the Florida Virtual Campus, which provides statewide services to online learners.

The University is to be commended for achieving the Carnegie Community Engagement Classification.

Florida International University
Major Challenges /Items of Particular Note
<p>FIU has indicated the need to increase the number of graduates by 20% by 2020 to meet the workforce needs of South Florida. Each year, FIU adds 2,000 students. Does the university have the resources and the infrastructure if the planned growth to 65,000 students by 2020 is realized? Is this kind of growth manageable?</p> <p>FIU's goal to increase graduates in Programs of Strategic Emphasis at the masters-level 5+% points by 2018-19 will require good planning and further resources. FIU's intention of substantially improving its Academic Progress Rate metric is also ambitious.</p> <p>Under Key Initiatives, "Preeminent Programs," these programs aren't identified in FIU's Work Plan. What are they?</p> <p>The intention of implanting a program in pharmacy in the out-years should be a conversation with the Board.</p> <p>FIU still needs to work on the % of bachelor's degree graduates without excess hours. They are #3 among SUS institutions for students with excess hours.</p> <p>FIU meets none of the preeminence benchmarks metrics for the seven schools listed.</p>
Mission and Vision
<p>Florida International University's mission is appropriate and well-conceived. The institution is playing to its strengths as an urban university that serves a highly diverse student population. FIU graduates more Hispanics than any other university in the nation. FIU is building on its growing successes in research and collaborative engagement with its local and increasingly global communities.</p>
Excellence and Opportunities
<p>Very important information is included under "Student Success" in Key Initiatives and Investments regarding FIU's focus on critical gateway courses (e.g. high enrollment, foundations courses with high failure and/or attrition rates). FIU describes an excellent strategy to help students succeed.</p>

FIU is ranked 17th by *Washington Monthly* for its engagement and contributions to its community through social mobility, research, and service. In addition, FIU is ranked by *Forbes* magazine as the second best Florida employer in this year's "America's Best Employers" list.

FIU's relatively new medical school provides a great opportunity to increase its research funding.

The 3rd Key Initiative, "StartUp FIU" should be an effective strategy for promoting research and tech transfer.

It is commendable that FIU is #1 among SUS institutions for % of bachelor's graduates enrolled or employed with salaries of \$25,000 or more and #1 in median wages of bachelor's degree graduates. They are also second in lowest cost per degree in the SUS, just behind UCF.

University of North Florida

Major Challenges / Items of Particular Note

UNF's master plan calls for growth of up to 25,000 on-campus students. This will require the resources typical of such growth: expansion of the physical plant and increasing the number of faculty. Achieving such growth will require enhanced scholarship and financial aid packages. It will also be important for UNF to not lose the strength of small class sizes. UNF's goal of increasing the number of graduates in Programs of Strategic Emphasis is ambitious, but the University is exploring the right types of programs to implement.

When UNF notes that it intends to increase admissions from untapped markets, these markets are not defined. Where will these students come from? Concomitantly, UNF notes (on page 7) that the university has "increased its admissions standards for first-time-in-college students." Will this increase in selectivity continue with the new markets?

Although UNF is in the middle among SUS institutions for 6-year graduation rates and FTIC 2nd year retention with at least a 2.0, it is still considerably below the SUS average and needs to continue to improve in these areas.

UNF has carefully aligned many of its programs with the needs of the region and of the state of Florida. In the out-years, however, the list of programs that will be explored is extensive (16 baccalaureates, 9 master's-level, and one doctorate). This list may be too extensive to be a good three-year programmatic strategy plan. While the types of programs are appropriate to certain of UNF's strengths, UNF will likely not be able to implement all of these programs and might consider whittling down the list.

Mission and Vision

The University of North Florida's mission is to provide high quality undergraduate education and graduate programs that respond to local needs. UNF strives to be a leading comprehensive university with targeted graduate programs, often in applied fields, as well as strong yet focused research in areas where there are unique regional opportunities and needs. UNF aspires to be an excellent public institution of higher learning that will serve the North Florida region, providing distinctive programs in the arts and sciences and professional fields. UNF's market is determined by the size, the socioeconomic, and the geographic characteristics of the region, and the composition of the region's collaborative capabilities.

Excellence and Opportunities

Throughout the narrative section, UNF does a good job of highlighting its regional economic strengths (health care industry, shipping, trade, financial services and logistics) and then describing how the programs it offers, its partnership with the local state college, and its intention to continue to strategically enhance allocations of new resources and reallocate existing resources to these areas is spot on. The University has identified 3 multidisciplinary focus areas of strength that align with regional economic activity and/or distinction: health and biomedical science; commerce; and coastal science and engineering. This is an excellent strategy and UNF is to be commended for doing this work.

UNF is advantaged by its small class sizes. UNF is characterized by offering strong STEM programs (biology, chemistry, physics, and coastal science and engineering), and these programs are increasing in their research dollars. A noteworthy program in coastal biology and newly developed strength in coastal engineering is supported by the Taylor Engineering Research Institute. Intentions to implement new academic programs in 2016-17 are appropriately focused and minimal.

UNF's focus on coastal science and engineering is an excellent fit for the university's location and existing programs in Coastal Biology and Coastal Engineering. The University's intention to add cognate programs in coastal geology and port engineering is also an excellent strategic choice of new programs.

Similarly, UNF's geographic location is an excellent one to support its intention to strengthen its logistics and transportation programs and develop the new supply chain management program. These are excellent programmatic choices for UNF.

UNF notes that "A growing number of UNF students pursue graduate training in professional schools (medical, dental, veterinary, etc.) building upon the foundation they receive in our biology, chemistry, and physical pre-medical tracks." The University wisely is not pursuing expensive graduate programs and instead is focusing on successfully preparing its undergraduates in these science-intensive majors to continue with graduate education at institutions that already offer medical, dental and veterinary programs.

It is commendable that UNF continues to affirm that "A high quality undergraduate educational experience remains the central institutional priority at UNF." This is the right focus.

The re-structuring of UNF's Career Services into a more decentralized model in which career coordinators are assigned to each of the UNF colleges should result in more effective career counseling. In this model, it would be expected that counselors would have greater knowledge of and investment in the students, as well as employment trends in that particular field(s). It would be interesting to see follow-up information on how well this model is working in a few years.

UNF is to be commended for implementing proactive strategies to ensure undergraduate success. To help promote student success in STEM, UNF is offering a pre-semester course to better prepare students for introduction biology courses, which are foundational gateway courses to many majors in STEM. UNF notes that support in gateway courses often results in a half-letter grade improvement in students' grades.

University of Florida
Challenges / Items of Major Note
<p>What strategies is UF employing to become a top-ten ranked university nationally? How will it improve on preeminence metrics?</p> <p>How does UF plan to address challenges regarding resources concerning the following areas?</p> <ul style="list-style-type: none"> • the ability to compensate faculty at nationally competitive levels, • the ability to provide nationally competitive graduate stipends to attract the best graduate students, • the money needed to refresh and rebuild an aging infrastructure, and • the ability to provide need-based student financial aid to undergraduates to afford them access to higher education
Mission and Vision
<p>The University of Florida is a comprehensive learning land-grant institution dedicated to excellence in its education, research, and public service.</p>
Excellence and Opportunities
<p>UF has too many excellent programs to name here, but UF is especially strong in engineering, agricultural sciences (to include biodiversity and alternative fuel sources), and health related programs (to include neuroscience and cancer).</p> <p>The UF College of Medicine is a great asset, as are associated institutes and centers such as UF's Brain Institute.</p> <p>UF's College of Dentistry is highly regarded, and the College's output of graduates has been instrumental in seeing that Florida currently has an adequate number of dentists.</p> <p>UF performs well on virtually all key performance indicators. It is difficult to move the needle when an institution is already excellent. Are there any key performance indicators that the University believes it will be able to improve even more?</p> <p>UF expects to modestly grow at the undergraduate-level. UF has articulated the need to grow at the doctoral-level. This year, UF expects to implement doctoral programs in Family, Youth, and Community Service; and in Occupational</p>

Therapy. In 2017-19, UF will consider implementing four baccalaureate-level, six master's-level, and four doctoral-level programs. Are these programs intended to be offered at the main campus? How will they contribute to the University's research profile?

Florida Agricultural and Mechanical University

Major Challenges and Items of Note

While its metrics have improved, FAMU is not performing well enough on a number of key performance indicators. The University's 6-year graduation rate is still the lowest in the SUS and its % of students who earn bachelor's degrees with excess hours is far and away the highest in the SUS. Also still needing improvement is the % of bachelor's graduates enrolled or employed and earning at least \$25,000 annually.

FAMU's cost per degree remains the highest in the SUS.

Notwithstanding that FAMU identifies a new focus on AA transfers, FAMU's Work Plan projects an AA Transfer enrollment of only 820 in Fall 2019, an increase of only 17 more students than Fall 2015 actual numbers.

The University's SACS Quality Enhancement Plan focus is appropriate - to improve licensure pass rates for health programs. This year's results, 0 in 4, is not acceptable.

Board staff have concerns about FAMU's proposed DNP because it duplicates a program at FSU.

The average household income for FAMU is \$33,000, as compared to the SUS average of \$76,000. FAMU has a much larger percentage of students at the lowest end of the "Below \$40,000" Family Income Group, including families who report \$0 income.

Mission and Vision

FAMU is an 1890 land-grant institution dedicated to the advancement of knowledge in a student-centered environment. FAMU sees itself as having a strong research mission while at the same time serving students who are challenged by their socio-economic status. The promotion of research is also reflected in FAMU's Vision Statement to be "...

internationally recognized as a best-in-class doctoral land-grant institution with a global impact.” FAMU is strongly dedicated to continuing its historic mission of educating African Americans.

FAMU clearly states its intention to promote faculty research and the actions to make that happen: “. . . the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEAM and health related disciplines, with an expectation of increased external funding. In this regard, the University will examine faculty workload, including course-load, with the aim of increasing time for research in order to improve research productivity.”

FAMU aspires to have one National Academy Member by 2017 and a steady and reasonable increase in research expenditures, patents, and other outcomes associated with the research function.

Excellence and Opportunities

FAMU has some very good and excellent academic programs, including pharmacy, journalism, agriculture, and environmental sciences. Its architecture program is notable as one of only four in the SUS. FAMU needs to play to the strength of these programs to increase its national reputation in key niche areas.

The percent of research funded externally is very good.

Good focus on examining faculty workload, and increasing time for research and improving research productivity.

Good focus on enhancing monitoring of student progression through electronic means. Commendable that university has improved academic progress rate of FTIC students returning the second year by 21% since 2010.

The proposed doctorate in Aerospace Engineering is a good fit for the University.

In addition, FAMU is a top producer of minority graduates in the United States. FAMU is particularly important to the State University System for its production of minority graduates in STEM.

FAMU will model block tuition over the summer to see what effect it might have from a standpoint of promoting academic intensity, better graduation rates, and faster time-to-degree.

FAMU's key goals are the right ones: improving the retention rate of undergraduates in order to increase graduation rates, increasing graduates in STEM and health related fields, and broadening the student base. These goals are well-articulated and appropriate.

FAMU's decrease in the student loan default rate is noteworthy.

FAMU intends to implement four baccalaureates in 2016, mostly in STEM fields. Two master's- and specialist-level programs are planned, and two at the doctoral-level.

UCF

2016 Work Plan



University of Central Florida
*University Work Plan Presentation
for Board of Governors June 2016 Meeting*

BOT APPROVED 5/31/2016

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

INTRODUCTION



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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT *(What is your purpose?)*

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

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

In its new strategic plan, UCF has defined Our Impact:

We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges and to make a better future for our students and society. Through learning, discovery, and partnerships, we transform lives and livelihoods.



STATEMENT OF STRATEGY (How will you get there?)

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

In its new strategic plan, UCF has defined five areas of focus that collectively represent what UCF calls Our Promise:

- 1. Harness the power of scale to transform lives and livelihoods.** Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and will continue to pursue both to fulfill its mission.
- 2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us.** Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.
- 3. Deploy our distinctive assets to solve society's greatest challenges.** UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.
- 4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation.** Continuing its commitment to being "America's leading partnership university," UCF will extend its impact through local, national, and international partnerships and continue to build its reputation for excellence.
- 5. Innovate academic, operational and financial models to transform higher education.** As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.

STRENGTHS AND OPPORTUNITIES (within 3 years)

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

Strengths: High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in traditional and emerging disciplines; 2+2 DirectConnect to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

Opportunities: Develop the recently approved UCF Downtown campus to create a hub for digital media, communications, and community, as well as public affairs and health; increase quality and efficiencies of student success by means of the University Innovation Alliance and the Florida Consortium for Metropolitan Research Universities; add tenure-track and tenured faculty members to enhance educational quality and research impact.

Challenges: High student-to-faculty ratio, constrained academic and research space, and high transfer population resulting in a greater proportion of major-specific course offerings that are more costly than general education course work.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1 - Faculty Size and Excellence: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members while boosting UCF's growing research promise and economic impact. 2020 target is to grow tenured and tenure-track faculty members by 25 percent and increase the percentage of full-time faculty in academic units to 65 percent.

2 - Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "Doctoral University: Highest Research Activity" institution. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of additional graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade. 2020 target is \$250 million in research grants.

3 - Student Success: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updating current advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours. 2020 target is to achieve a 92 percent retention rate and a 75 percent six-year graduate rate.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	64.3% 2012-13	64.7% 2013-14	65% 2014-15	66% 2015-16	67% 2016-17	68% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$34,900 2012-13	\$36,200 2013-14	\$36,600 2014-15	\$37,000 2015-16	\$37,300 2016-17	\$37,600 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$22,430 2010-14	\$24,190 2011-15	\$24,500 2012-16	\$24,663 2013-17	\$24,812 2014-18	\$24,988 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	69.2% 2008-14	70.1% 2009-15	70% 2010-16	72% 2011-17	73% 2012-18	74% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	85.0% 2013-14	86.6% 2014-15	88% 2015-16	89% 2016-17	90% 2017-18	91% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	48.9% 2013-14	49.7% 2014-15	50% 2015-16	51% 2016-17	52% 2017-18	53% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	38.4% Fall 2013	39.0% Fall 2014	40% Fall 2015	40% Fall 2016	41% Fall 2017	41% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	57.4% 2013-14	61.7% 2014-15	62% 2015-16	62% 2016-17	62% 2017-18	63% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	66.9% 2013-14	69.2% 2014-15	69% 2015-16	70% 2016-17	71% 2017-18	71% 2018-19
UBOT METRIC: Bachelor' Degrees Awarded Annually	12,372 2013-14	12,629 2014-15	12,850 2015-16	13,100 2016-17	13,325 2017-18	13,500 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	4.0 1261 Fall 2015	4.0 1263 Fall 2016	4.0 1265 Fall 2017	4.1 1267 Fall 2018	4.1 1270 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	1 2016	2 2017	2 2018	3 2019	3 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	89% 2014-15	89% 2015-16	90% 2016-17	91% 2017-18	92% 2015-16
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	70.4% 2009-15	70% 2010-16	72% 2011-17	73% 2012-18	74% 2013-19
National Academy Memberships	6	1 2016	2 2017	3 2018	4 2019	6 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$170 2014-15	\$174 2015-16	\$182 2016-17	\$189 2017-18	\$202 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$168 2014-15	\$171 2015-16	\$176 2016-17	\$181 2017-18	\$184 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 <i>in 5 of 8 disciplines</i>	7 2013-14	7 2014-15	7 2015-16	7 2016-17	7 2017-18
Patents Awarded <i>over 3 year period</i>	100	179 2013-15	208 2014-16	217 2015-17	229 2016-18	240 2017-19
Doctoral Degrees Awarded Annually	400	423 2014-15	445 2015-16	455 2016-17	465 2017-18	475 2018-19
Number of Post-Doctoral Appointees	200	55 Fall 2012	52 Fall 2013	64 Fall 2014	68 Fall 2015	85* Fall 2016
Endowment Size (\$M)	\$500 M	\$151 2014-15	\$169.1 2015-16	\$181.6 2016-17	\$193.6 2017-18	\$200.0 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		6	7	8	8	10

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.

* UCF projects 180 post-doctoral appointees by Fall 2019.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	31% Fall 2014	33% Fall 2015	34% Fall 2016	35% Fall 2017	36% Fall 2018	37% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	4 of 5 2013-14	5 of 5 2014-15	5 of 5 2015-16	5 of 5 2016-17	5 of 5 2017-18	5 of 5 2018-19
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	4.6 2013-14	4.4 2014-15	4.3 2015-16	4.2 2016-17	4.1 2017-18	4.1 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	40% 2010-14	40% 2011-15	42% 2012-16	43% 2013-17	44% 2014-18	45% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	12,372 2013-14	12,629 2014-15	12,850 2015-16	13,100 2016-17	13,325 2017-18	13,500 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	2,918 2013-14	2,673 2014-15	2,770 2015-16	2,800 2016-17	2,825 2017-18	2,950 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	30% 2013-14	31% 2014-15	32% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	21% Fall 2013	21% Fall 2014	21% Fall 2015	22% Fall 2016	22% Fall 2017	23% Fall 2018
12. Percent of Undergraduate FTE in Online Courses	28% 2013-14	30% 2014-15	31% 2015-16	32% 2016-17	33% 2017-18	35% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	30% 2013-14	33% 2014-15	34% 2015-16	35% 2016-17	36% 2017-18	36% 2018-19
18. Percent of Graduate Degrees in STEM & Health	41% 2013-14	44% 2014-15	45% 2015-16	45% 2016-17	46% 2017-18	46% 2018-19
IMPROVING METRICS		8 of 11	9 of 11	9 of 11	9 of 11	7 of 11



KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan) ONLY RESEARCH UNIV

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. Faculty Awards	7 2012	6 2013	12 2014	14 2015	15 2016	18 2017
22. Total Research Expenditures (\$M)	\$185.6 2013-14	\$215.5 2014-15	\$218 2015-16	\$226 2016-17	\$238 2017-18	\$250 2018-19
23. Research Expenditures Funded from External Sources	46% 2013-14	50% 2014-15	53% 2015-16	54% 2016-17	55% 2017-18	56% 2018-19
25. Licenses/Options Executed	17 2012-13	23 2013-14	31 2014-15	33 2015-16	34 2016-17	36 2017-18
26. Number of Start-up Companies Created	3 2012-13	8 2013-14	10 2014-15	12 2015-16	14 2016-17	16 2017-18
IMPROVING METRICS		4 of 5	5 of 5	5 of 5	5 of 5	5 of 5

Institution Specific Goals (optional)

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

College of Medicine. Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. As the third M.D. class graduates, UCF seeks to achieve critical milestones including maintaining full accreditation from the Liaison Committee on Medical Education, graduation and residency placement of future classes, expansion of the COM Faculty Practice to cover all non-faculty costs in 2016-17, a fully-enrolled medical education program with 480 students in 2016-17, expansion of the Graduate Medical Education Program (residency and/or fellowship programs), and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
M.D. Enrollment	420 2014-15	460 2015-16	480 2016-17	480 2017-18	480 2018-19	480 2019-20
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	55% 2014-15	56% 2015-16	81% 2016-17	94% 2017-18	100% 2018-19	100% 2019-20



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	24,239	24,690	25,209	25,807	26,267	26,727	27,211
AA Transfers ¹	21,332	21,691	22,222	22,461	22,632	22,890	23,387
Other ²	5,474	5,886	6,643	6,722	6,773	6,850	6,999
Subtotal	51,045	52,267	54,074	54,990	55,672	56,467	57,597
GRADUATE³							
Master's	5,705	5,415	5,663	5,931	6,079	6,198	6,344
Research Doctoral	1,707	1,757	1,724	1,816	1,922	2,006	2,086
Professional Doctoral	591	634	625	658	697	727	756
Subtotal	8,003	7,806	8,012	8,405	8,698	8,931	9,186
UNCLASSIFIED							
H.S. Dual Enrolled	27	27	42	45	48	52	55
Other ⁴	695	721	888	750	963	1,048	1,088
Subtotal	722	748	930	795	1,011	1,100	1,143
TOTAL	59,770	60,821	63,016	64,190	65,381	66,498	67,926

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate, and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	12,433	12,807	13,559	14,525	15,393	16,134	17,177
Hybrid (50-79%)	3,054	3,208	3,644	4,158	4,404	4,542	4,712
Traditional (0-50%)	30,078	29,124	28,593	28,599	28,307	28,214	27,756
Subtotal	45,565	45,138	45,796	47,282	48,104	48,890	49,645
GRADUATE							
Distance (80-100%)	1,707	1,594	1,539	1,591	1,690	1,762	1,822
Hybrid (50-79%)	645	683	666	637	666	689	712
Traditional (0-50%)	3,540	3,461	3,313	3,304	3,445	3,569	3,684
Subtotal	5,892	5,738	5,518	5,532	5,801	6,020	6,219

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



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	14,975	15,375	15,635	15,891	16,136	16,444	16,726	16,792	1.4%
UPPER	28,506	29,126	29,639	30,124	30,589	31,167	31,701	31,824	1.4%
GRAD I	3,137	3,140	3,287	3,393	3,468	3,558	3,661	3,774	2.6%
GRAD II	779	700	738	778	828	868	906	902	4.1%
TOTAL	47,397	48,341	49,299	50,185	51,021	52,037	52,993	53,262	1.6%
NON RESIDENT									
LOWER	736	980	997	1,013	1,029	1,048	1,066	1,070	1.4%
UPPER	875	992	1,010	1,026	1,042	1,062	1,080	1,084	1.4%
GRAD I	506	534	559	577	590	605	623	637	2.6%
GRAD II	623	662	697	735	782	820	856	852	4.1%
TOTAL	2,740	3,168	3,263	3,351	3,443	3,536	3,625	3,644	2.2%
TOTAL									
LOWER	15,711	16,355	16,632	16,904	17,165	17,492	17,792	17,862	1.4%
UPPER	29,382	30,119	30,649	31,150	31,631	32,229	32,781	32,909	1.4%
GRAD I	3,643	3,674	3,847	3,970	4,058	4,163	4,283	4,381	2.6%
GRAD II	1,401	1,362	1,435	1,512	1,610	1,688	1,762	1,755	4.1%
TOTAL	50,137	51,510	52,562	53,536	54,464	55,573	56,618	56,906	1.6%
NOT STATE FUNDABLE									
LOWER	313	446	454	461	468	477	485	487	1.4%
UPPER	390	363	369	375	381	388	395	397	1.4%
GRAD I	444	476	498	515	527	541	556	568	2.7%
GRAD II	30	20	21	22	24	25	26	26	4.1%
TOTAL	1,176	1,305	1,343	1,374	1,400	1,431	1,462	1,478	1.9%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: $(2021-22 \text{ value divided by the } 2016-17 \text{ value})$ to the $(1/5)$ exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	318	347	347	362	362	362	362	362	0.9%
NON-RESIDENT	102	113	113	118	118	118	118	118	0.9%
TOTAL	420	460	480	480	480	480	480	480	0.9%



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Environmental Studies	03.0103	STEM	FAMU, FGCU, FIU, NCF	Y-25%	270	Mar-2017
Materials Science and Engineering	14.1801	STEM	UF	N	80	Mar-2017
Nonprofit Management	44.9999	-	-	Y-100%	170	Mar-2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences and Systems	30.2501	STEM	-	N	50	Mar-2017
Emergency and Crisis Mgmt	43.0302	-	FIU, UF	Y-100%	65	Mar-2017
Genetics Counseling	51.9999	HLTH	-	N	18	Jul-2016
Entrepreneurship	52.0701	-	UF, USF	N	40	Mar-2017
DOCTORAL PROGRAMS						
Data Analytics	27.0501	STEM	FSU, UF	N	25	Mar-2017
Integrative Anthropological Sciences	30.1701	-	-	N	25	Mar-2017

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Emergency Management	43.0302	-	-	N	120	Nov-2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Athletic Training	51.0913	HLTH	FIU, USF-T	N	56	Jul-2017
DOCTORAL PROGRAMS						
Strategic Communication and Risk	09.0000	GAP	-	N	36	Mar-2018
Aerospace Engineering	14.0201	STEM	UF	N	30	Mar-2018
Biomedical Engineering	14.05.01	STEM	FAMU, FIU, FSU, UF, USF- T	N	30	July-2018
Nanotechnology	15.1601	STEM	-	N	30	Mar-2018
Nonprofit Management	44.0401	-	FAU, FIU, FSU	N	40	Nov-2017



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	49%	52%	48%	50%	52%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$19,700	\$21,400	\$23,200	\$23,400	\$21,800
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	7.5%	7.1%	5.4%	4.3%	4.9%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,980	\$1,146	\$9,764	\$1,856	\$3,088	\$21,834
AT HOME	\$5,980	\$1,146	\$5,450	\$1,856	\$3,088	\$17,520

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	7,799	33.6%	\$13,294	-\$1,971	\$7,846	\$6,812	
\$40,000-\$59,999	2,214	9.5%	\$14,760	-\$469	\$6,302	\$5,669	
\$60,000-\$79,999	1,896	8.2%	\$16,474	\$1,071	\$4,667	\$5,983	
\$80,000-\$99,999	1,574	6.8%	\$17,083	\$1,747	\$4,115	\$6,412	
\$100,000 Above	5,333	23.0%	\$17,367	\$1,891	\$3,996	\$6,510	
Not Reported	4,399	18.9%	n/a	\$3,813	\$2,107	\$9,957	
TOTAL	23,215	100%	AVERAGE	\$15,796*	\$1,014	\$4,839	\$6,891

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 276.2	\$ 288.0
Tuition	\$ 256.0	\$ 264.5
Subtotal	\$ 532.2	\$ 552.5
Health-Science Center / Medical Schools		
State Funds	\$ 25.8	\$ 26.1
Tuition	\$ 13.7	\$ 14.9
Subtotal	\$ 39.5	\$ 41.0
E&G TOTAL	\$ 571.7	\$ 593.5
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 162.7	\$ 171.1
Contracts & Grants	\$ 119.6	\$ 113.9
Local Funds	\$ 496.6	\$ 508.1
Faculty Practice Plans	\$ 2.3	\$ 2.8

Note: State funds include recurring and non-recurring General Revenue funds, as well as Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Tuition also includes other revenue such as application fees, late registration fees, library fines, and miscellaneous revenues. Source: Tables 1A & 1E of the annual Accountability Report.



BOT APPROVED 5/31/2016

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<i>Undergraduate Students</i>	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	44.20	44.20	44.20	44.20	44.20	44.20	44.20
Total Base Tuition & Differential per Credit Hour	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.79	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67
Health	\$10.89	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84
Athletic	\$13.44	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32
Transportation Access	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$61.30	\$63.01	\$63.01	\$63.01	\$63.01	\$63.01	\$63.01
Total Tuition and Fees per Credit Hour	\$210.57	\$212.28	\$212.28	\$212.28	\$212.28	\$212.28	\$212.28
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10
Total Fees for 30 Credit Hours	\$1,839.00	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30
Total Tuition and Fees for 30 Credit Hours	\$6,317.10	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40
\$ Change		\$51.30	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06
Out-of-State Undergraduate Student Financial Aid ³	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55
Total per credit hour	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90
Total Fees for 30 Credit Hours	\$2,605.50	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80
Total Tuition and Fees for 30 Credit Hours	\$22,415.40	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70
\$ Change		\$51.30	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$9,394.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00
\$ Change		-\$94.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		-1.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Revenues do not include transfers.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Number of Bachelor Degrees Awarded Annually UCF

This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled (Fall term)	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

Florida Atlantic University

2016 Work Plan



Florida Atlantic University
University Work Plan Presentation
for Board of Governors June 2016 Meeting

BOT APPROVED 5/17/2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

VISION STATEMENT (What do you aspire to?)

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

STATEMENT OF STRATEGY (How will you get there?)

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

FAU is the primary metropolitan public research university located in a corridor stretching along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University seeks to capitalize on its strategic location, blending student outreach, cutting-edge research, and partnerships with surrounding communities and beyond to identify and solve regional and societal issues. The "[FAU Strategic Plan for the Race to Excellence 2015-2025](#)" is guiding the strategic development of the university consistent with the "[2025 Florida Board of Governors State University System Strategic Plan](#)." The University will increase student admission requirements, recruit more stellar faculty, and collaborate with world-renowned business and research partners to build an academic and research-based infrastructure that will attract the best and brightest students to South Florida. With unbridled ambition the University is in pursuit to become the country's fastest-improving public research university. FAU plans to seek this distinction by:

1. Building on our robust ethnic diversity to become a geographically diverse institution that promotes engagement of world views beyond the tri-county Southeast Florida region;
2. Aligning academic programs to the overall goals of the *State University System* (SUS) to address the economic and workforce needs of south Florida and beyond;
3. Investing in *Pillars* and *Platforms*—connecting the most talented faculty, staff and students—to expand the University's robust culture of nationally respected research and inquiry;
4. Partnering with local stakeholders and enhancing physical facilities to take maximum advantage of the unique cultural, demographic and environmental characteristics of each campus community as FAU strives for leadership in developing South Florida's culture and economy;
5. Designing a resilient, lean organization—based on best practices—that identifies economies of scale and incorporates new technologies to promote institutional development;
6. "Budgeting to the plan" and pursuing new revenue streams to make FAU self-reliant and success-driven in a climate of competitive public and private funding opportunities;
7. Communicating the University's many remarkable success stories to an increasingly large eGlobal audience to enable key internal stakeholders to link with external constituency groups.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Atlantic University's values as listed in the "[FAU Strategic Plan for the Race to Excellence 2015-2025](#)" are the foundation for the many strengths of the institution. The institution has gained momentum in becoming the nation's fastest improving university demonstrated by its performance this past year in the state's Performance Funding Model where FAU placed in a tie for first with 84 points and scored in excellence for 8 out of 10 metrics. The University produces high achieving graduates who find well-compensated employment and pursue graduate education at the highest rates in the *State University System* (SUS). During the past year 75.8% of FAU bachelor's graduates were employed full-time or continuing their education. The university sustains its reputation as a national model for diversity with almost 55% of the student population coming from ethnically diverse backgrounds. The institution's pursuit of excellence has become the entire campus community's strategic priority and ensures our future as a public research university that creates value for all of our institutional stakeholders.

New partnerships are providing unique opportunities for FAU and its surrounding communities. Agreements with *Scripps Florida* and the *Max Planck Florida Institute for Neuroscience* (MPFIN) are facilitating research and educational programming that will attract promising scientists, provide opportunities for external funding, and address health issues on a global scale. The *Charles E. Schmidt College of Medicine* in cooperation with the *Technion-Israel Institute of Technology's Ruth and Bruce Rappaport Faculty of Medicine* are expanding global frontiers of medicine and medical research. FAU's *Harbor Branch Oceanographic Institute* (HBOI) and *SeaTech – The Institute for Ocean and Systems Engineering* are the primary locations for the *Southeast National Marine Renewable Energy Center* (SNMREC) and is a *U.S. Department of Energy* and *State of Florida* designated R&D center. In addition to the Center's robust research portfolio it provides educational and mentoring opportunities for FAU students and has created a high school science curriculum that has been adopted by more than 200 teachers in 7 Florida counties.

The *Research Park at Florida Atlantic University* continues to provide opportunities in the forms of collaboration of intellectual capital, equipment, and employment resources for our students. Additionally, *Tech Runway at FAU* continues to provide talented entrepreneurs the opportunities for mentorship and direct access to an entrepreneurial ecosystem. In the coming years, FAU will invest in at least twenty-five new faculty members to support the *Pillars and Platforms* listed in the current FAU Strategic Plan. *Pillars* define institutional programs that are focused on creating knowledge to benefit society. *Platforms* represent university-wide scholarly activities that apply to and support the *Pillars*. The University is connecting talented faculty members, staff, and students in institutional programs of focus, such as Healthy Aging, Neurosciences, Ocean Sciences, and Sensing and Smart Systems as well as undergraduate research which is expanding our robust culture of globally-respected research and inquiry.

FAU is continuing to meet the challenge to consistently improve the success rates of our students. Even though 46% of FAU students graduate without debt, we expect improvement in our graduation rates will reduce student debt even further. The University is shifting the campus culture and perception of success for undergraduate completion rates from six to four years. This shift is part of an overall change in campus culture that encourages achievement, personal accountability, and academic excellence. Florida Atlantic University will be a globalized forward-thinking institution that attracts high-ability students and is deeply engaged with surrounding communities.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. **Boldness: Student Success**

FAU's top priority is to continue to improve academic success rates as measured by timely progression toward degree completion and graduation rates. The institution is building upon the success of initiatives that have bolstered the academic support structure for students. The advising system *Success Network* is actively engaging students and connecting them to a support network of advisors, faculty, and tutors making it easier for them to access critical resources. The *JumpStart* program is giving students the opportunity to get a head start on their university coursework. Program participants are starting university coursework in the summer prior to their first fall semester and are able to develop relationships with advisors and faculty while getting a head start on progressing toward earning their degree. The *First Year Experience* program is providing first year students with resources and support to ensure these students transition successfully to the University. Students in this program build academic, social, career, and self-advocacy skills while helping them engage with the FAU campus community. *Flight Plans* are guiding students as they progress in their academic programs. These individualized plans of study are helping students chart their academic progress while closely tracking milestones they achieve to ensure they stay on the path to graduation.

For the second consecutive year, FAU has increased its admissions standards and will admit students who are better prepared academically for university level coursework. As the University seeks to build upon the improvements made to the academic support structure we're also providing incentives for students to excel academically. The University is investing in new programs that seek to refocus the academic culture and encourage academic excellence which include:

- The *Soar-in-Four Graduation Program* which provides incentives to entering freshman who agree to complete their Bachelor's degree in four years or less. Students who enroll in this program and meet the yearly requirements become eligible for numerous benefits to assist them to achieve their goals. These benefits include academic grants, advanced course registration, guaranteed course availability, and expanded career services.
- The *FAU Academic Grant* which is a progressive four-year need-based grant that increases in amount if annual eligibility requirements are met (fall and spring semesters). Eligible students can earn the full value of the grant (\$18,000) if they obtain a bachelor's degree in less than four years and are accepted and enrolled in a FAU Master's program within two semesters of receiving their Bachelor's degree.
- The *Pathways to Graduate Education* initiative which encourages undergraduate students to seek graduate education through enrollment in combined (Bachelor's to Master's) programs and summer courses. High achieving undergraduate students who enroll in these programs can complete both their Bachelor's and Master's degree in less than 5 years in most cases.

In addition to these investments FAU is expanding eLearning opportunities consistent with the goals in the *SUS 2025 Strategic Plan for Online Education* that will supplement classroom instruction. Additionally, the University will employ cutting-edge predictive analytics to better utilize data to create actionable insights to help our students succeed. FAU is poised to continue improving the success rates of our students academically and beyond graduation.



2. Synergy: Research

Florida Atlantic University is investing in its research enterprise, and has made significant progress in establishing research institutes focused on institutional strengths. In the coming years the University will increase annual research expenditures, build key partnerships, create multi-user facilities with cutting-edge equipment, and promote international faculty research.

Healthy Aging (I-HeAL)

Dr. James Galvin joined FAU in May 2015 and is leading the *Institute for Healthy Aging and Lifespan Studies*. Dr. Galvin, one of the country's most prominent neuroscientists, has generated millions in research funding from federal, state and local agencies, and private foundations. He's leading a team on redesigning the healthcare infrastructure, creating novel intervention programs to improve the care of dementia patients and their caregivers, leading to improved mobility, delayed nursing home placement, reduced hospital re-admission, and decreased costs.

Neuroscience (I-BRAIN)

Dr. Randy Blakely will join FAU in May 2016 to lead the FAU BRAIN Institute. FAU's new institute reflects the U.S. Brain Initiative, a top national research priority. Dr. Blakely, an internationally renowned neuroscientist, will pursue research collaborations and educational relationships with regional, national and international partners, including *Scripps Florida* and the *Max Planck Florida Institute for Neuroscience* on the FAU Jupiter campus.

Ocean Science and Engineering/ Environmental Sciences (I-ECOS)

FAU students and faculty study the natural world around us. From ocean exploration and engineering to marine drug discovery, from the Everglades to sea level rise, FAU scientists are contributing solutions to vexing problems. The University is currently searching for an Executive Director to provide strategic vision and leadership, and to develop interdisciplinary research centers with crosscutting expertise on critical marine and environmental issues.

Sensing and Smart Systems (I-SENSE)

Dr. Jason Hallstrom, who joined FAU in February 2015, leads the Institute for Sensing and Embedded Network Systems Engineering. He studies the "Internet of Things" and how everyday objects like our clothes and roads are now able to talk to us. Advancements in computing, communication, and sensing make it possible to embed tiny wireless sensors in homes, yards, shoes and other everyday items. He's growing a network of partners, including global companies *Telit* and *Atmel*, and *Scripps Florida* and *Max Planck Florida*.

FAU's most talented faculty, staff and students are expanding on its robust culture of research and inquiry. They're leveraging regional assets, such as the ocean, patient populations, culture and business, to advance scientific understanding, discover new technologies and contribute to the economic vitality of our region.



3. Place: Engagement

FAU is currently engaging the community through its NCAA athletics programs, which provide an important outlet for business leaders throughout the region to support the University and its students. Already, FAU has initiated a successful fundraising campaign that secured more than \$28 million in just 16 months for the development of the *Schmidt Family Complex for Academic and Athletic Excellence* (SFCAE). The SFCAE received initial funding of \$16 million from the *Schmidt Family Foundation* in December 2014, the largest single gift in FAU's history. Many other donations have joined the Schmidt's, and this campaign is an integral community engagement platform for the coming year.

In order to further FAU's strategic focus on community engagement, President John Kelly established the Community Engagement Task Force that includes community leaders, faculty, administrative staff, students and alumni. The mission of the Task Force is to develop and recommend policies, procedures and practices that ensure that community engagement is central to FAU's mission and actions.

The Task Force is also charged with successfully completing the application for the Community Engagement Elective Classification from the Carnegie Foundation for the Advancement of Teaching in the next application cycle ending in 2020. The Task Force initiated and now continues an extensive review of all components of community engaged activities at FAU in order to more accurately identify, collect, and report data that demonstrates the commitment of the institution to its community and constituencies.

President Kelly is launching a series of Community Conversations to initiate a continuing dialog with leaders from all sectors in the community about reciprocal opportunities to build collaborative partnerships with FAU that will enhance the community's capacity to deliver sustainable programs and services. The first round of these periodic discussions will be held at three campus locations in May 2016.

Tech Runway at FAU is a start-up accelerator that provides space, mentoring and seed funding to students, faculty and community entrepreneurs. Member companies receive a \$25,000 seed grant, workspace for a year and extensive mentoring by a network of successful local entrepreneurs. Since its inception in October 2014, *Tech Runway* companies have hired more than 70 employees and 60 FAU students as interns, while attracting \$6 million plus in external investments and they have generated more than \$3 million in revenue.

The *Inter-professional Education (IPE)* program is a multi-disciplinary collaborative which includes programs in Medicine, Nursing, and Social Work. The program invites community-dwelling older adults to volunteer and serve as mentors for nursing, medical, and social work students to introduce them to the benefits of working on inter-professional teams and learning about the aging experience of the mentors.

The *Christine E. Lynn College of Nursing's* nurse-managed health centers provide behavioral-mental health services, primary care, and diabetic education in some of the most underserved areas of Palm Beach County. In addition to this, the innovative *Louise and Anne Green Memory and Wellness Center (MWC)* on the Boca Raton campus provides cognitive assessments, driving evaluations, supportive services for patients and families, care coordination, and a Day Center for the mild-to-moderate cognitively impaired.



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FAU's Corporate Alliance Initiative establishes collaborative partnerships with local businesses to identify and recruit talented, high-achieving students to FAU; build a work-centered relationship with them; and encourage them to remain in the area as career-ready and contributing members to the local economy.

As part of FAU's key initiatives and investments, FAU plans to continually grow and enrich experiential learning opportunities for students which helps them develop into future business and civic leaders; harness the University's potential to effect positive impact by aligning researchers, program developers and practitioners to act with unity of purpose in key areas of need; and, build an environment where dynamic and reciprocal engagement recognizes and leverages the knowledge and expertise of the institution with the insights, ideas, and resources found in the community to contribute to the development of solutions to pressing issues facing society.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	66.8% 2012-13	68.1% 2013-14	70% 2014-15	73% 2015-16	76% 2016-17	80% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$36,000 2012-13	\$36,500 2013-14	\$37,000 2014-15	\$37,500 2015-16	\$38,000 2016-17	\$38,500 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$27,690 2010-14	\$28,270 2011-15	\$28,835 2012-16	\$29,412 2013-17	\$30,000 2014-18	\$30,600 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	45.0% 2008-14	48.4% 2009-15	49% 2010-16	52% 2011-17	55% 2012-18	60% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	65.9% 2013-14	71.9% 2014-15	74% 2015-16	76% 2016-17	80% 2017-18	85% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	55.1% 2013-14	54.2% 2014-15	53% 2015-16	54% 2016-17	54% 2017-18	55% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	41.2% Fall 2013	40.9% Fall 2014	39% Fall 2015	39% Fall 2016	40% Fall 2017	41% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	55.5% 2013-14	61.2% 2014-15	58% 2015-16	60% 2016-17	62% 2017-18	65% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	72.9% 2013-14	74.6% 2014-15	74% 2015-16	75% 2016-17	76% 2017-18	77% 2018-19
UBOT METRIC: Bachelor's Degrees Awarded to Minorities	43.8% 2013-14	45.2% 2014-15	46% 2015-16	47% 2016-17	48% 2017-18	49% 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	3.9 1067 Fall 2015	4 1100 Fall 2016	4 1125 Fall 2017	4.1 1150 Fall 2018	4.1 1200 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	0 2016	0 2017	0 2018	0 2019	0 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	77% 2014-15	79% 2015-16	81% 2016-17	85% 2017-18	90% 2018-19
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	49% 2009-15	50% 2010-16	53% 2011-17	56% 2012-18	62% 2013-19
National Academy Memberships	6	1 2016	1 2017	2 2018	3 2019	4 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$19.7 2014-15	\$18.3 2015-16	\$20.8 2016-17	\$21.8 2017-18	\$26.4 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$15.4 2014-15	\$13.8 2015-16	\$16.3 2016-17	\$17.3 2017-18	\$20.0 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 in 5 of 8 disciplines	0 of 8 2013-14	0 of 8 2014-15	0 of 8 2015-16	1 of 8 2016-17	2 of 8 2017-18
Patents Awarded <i>over 3 year period</i>	100	13 2013-15	2 2014-16	2 2015-17	2 2016-18	2 2017-19
Doctoral Degrees Awarded Annually	400	168 2014-15	188 2015-16	179 2016-17	193 2017-18	195 2018-19
Number of Post-Doctoral Appointees	200	18 Fall 2012	9 Fall 2013	12 Fall 2014	15 Fall 2015	20 Fall 2016
Endowment Size (\$M)	\$500 M	\$205 2014-15	\$260* 2015-16	\$265* 2016-17	\$270* 2017-18	\$276* 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		0	0	0	0	2

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.

*Includes endowment total (projections) from Harbor Branch Oceanographic Institute which is a certified Direct Support Organization of FAU.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	12% Fall 2014	11% Fall 2015	14% Fall 2016	15% Fall 2017	17% Fall 2018	20% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	2 of 2 2013-14	4 of 4 2014-15	4 of 4 2015-16	4 of 4 2016-17	4 of 4 2017-18	4 of 4 2018-19
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	5.1 2013-14	4.9 2014-15	4.9 2015-16	4.8 2016-17	4.7 2017-18	4.5 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	19% 2010-14	23% 2011-15	24% 2012-16	25% 2013-17	26% 2014-18	27% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	5,017 2013-14	5,473 2014-15	5,625 2015-16	5,591 2016-17	5,703 2017-18	5,817 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	1,518 2013-14	1,575 2014-15	1,618 2015-16	1,650 2016-17	1,683 2017-18	1,717 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	44% 2013-14	45% 2014-15	46% 2015-16	47% 2016-17	48% 2017-18	49% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	28% Fall 2013	28% Fall 2014	28% Fall 2015	28% Fall 2016	28% Fall 2017	28% Fall 2018
12. Percent of Undergraduate FTE in Online Courses	10% 2013-14	11% 2014-15	19% 2015-16	20% 2016-17	22% 2017-18	25% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	31% 2013-14	31% 2014-15	33% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19
18. Percent of Graduate Degrees in STEM & Health	33% 2013-14	44% 2014-15	43% 2015-16	44% 2016-17	45% 2017-18	46% 2018-19
IMPROVING METRICS		8 of 11	7 of 11	7 of 11	9 of 11	9 of 11



KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. Faculty Awards	4 2012	3 2013	5 2014	6 2015	7 2016	8 2017
22. Total Research Expenditures (\$M)	\$23.0 2013-14	\$21.2 2014-15	\$23.2 2015-16	\$29.0 2016-17	\$32.0 2017-18	\$34.0 2018-19
23. Research Expenditures Funded from External Sources	84% 2013-14	79% 2014-15	88% 2015-16	89% 2016-17	90% 2017-18	91% 2018-19
25. Licenses/Options Executed	6 2012-13	17 2013-14	13 2014-15	16 2015-16	20 2016-17	30 2017-18
26. Number of Start-up Companies Created	1 2013-14	0 2014-15	2 2015-16	4 2016-17	5 2017-18	6 2018-19
IMPROVING METRICS		1 of 6	4 of 6	5 of 6	5 of 6	5 of 6

Institution Specific Goals (optional)

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

Goals derived from the [FAU Strategic Plan for the Race to Excellence](#):

1. FAU will increase the number of undergraduate students participating in research activities, as defined and measured by the *Quality Enhancement Plan* (QEP) initiative, by 43% over the next four years.
2. FAU will elevate the use of eLearning to supplement classroom instruction. The university plans to increase access and participation in online education by increasing offerings in distance and blended learning to 30% by 2020.
3. FAU will seek the Carnegie Foundation for the Advancement of Teachings' Community Engagement Classification and will submit the required application in Spring 2018.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
1. Number of Undergraduate Students Participating in Research Activities	2,187	4,114	5,126	5,350	5,569	5,884
2. Percent of Course Sections Offered via Distance and Blended Learning	20%	23%	25%	27%	28%	30%
3. Seek Carnegie Foundation for the Advancement of Teaching Classification	FAU will submit an application to receive the Carnegie Foundation for the Advancement of Teachings' Classification in Spring 2018. According to the Carnegie Foundation timeline, designation will be announced in January 2020.					



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	11,793	11,699	11,896	11,325	11,438	11,553	11,668
AA Transfers ¹	7,801	7,814	7,658	7,735	7,812	7,890	7,969
Other ²	5,092	4,726	4,671	4,718	4,765	4,813	4,861
Subtotal	24,686	24,239	24,225	24,467	24,712	24,959	25,209
GRADUATE³							
Master's	3,624	3,478	3,534	3,605	3,677	3,750	3,825
Research Doctoral	791	795	796	812	836	870	913
Professional Doctoral	250	316	322	334	346	359	372
Subtotal	4,665	4,589	4,652	4,699	4,746	4,793	4,841
UNCLASSIFIED							
H.S. Dual Enrolled	660	788	814	740	792	847	907
Other ⁴	797	765	756	756	756	756	756
Subtotal	1,457	1,553	1,570	1,496	1,548	1,603	1,663
TOTAL	30,808	30,381	30,447	30,662	31,005	31,355	31,712

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	1,875	2,164	2,388	4,005	4,285	4,585	4,906
Hybrid (50-79%)	1,298	1,908	2,032	942	1,008	1,079	1,155
Traditional (0-50%)	17,563	16,939	16,362	16,304	15,643	15,330	15,023
Subtotal	20,736	21,011	20,781	21,252	20,937	20,994	21,084
GRADUATE							
Distance (80-100%)	813	822	859	921	976	1,035	1,097
Hybrid (50-79%)	53	75	118	144	155	165	177
Traditional (0-50%)	2,438	2,267	2,156	2,029	1,989	1,949	1,910
Subtotal	3,304	3,163	3,133	3,095	3,119	3,149	3,184

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	8,209	8,483	8,237	8,319	8,403	8,487	8,571	8,657	1.0%
UPPER	11,190	11,203	11,315	11,428	11,543	11,658	11,775	11,892	1.0%
GRAD I	1,915	1,757	1,765	1,774	1,783	1,792	1,801	1,810	0.5%
GRAD II	389	370	373	377	381	385	389	392	1.0%
TOTAL	21,703	21,812	21,691	21,899	22,109	22,321	22,536	22,752	1.0%
NON RESIDENT									
LOWER	574	741	748	755	763	771	778	786	1.0%
UPPER	450	515	520	526	531	536	542	547	1.0%
GRAD I	240	240	242	243	244	245	246	248	0.5%
GRAD II	140	151	153	154	156	157	159	160	1.0%
TOTAL	1,404	1,647	1,662	1,678	1,693	1,709	1,725	1,741	0.9%
TOTAL									
LOWER	8,782	9,224	8,985	9,075	9,165	9,257	9,350	9,443	1.0%
UPPER	11,640	11,719	11,836	11,954	12,074	12,194	12,316	12,439	1.0%
GRAD I	2,155	1,997	2,007	2,017	2,027	2,037	2,047	2,058	0.5%
GRAD II	529	521	526	531	536	542	547	553	1.0%
TOTAL	23,107	23,460	23,353	23,577	23,803	24,030	24,261	24,493	1.0%
NOT STATE FUNDABLE									
LOWER	158	210	219	227	237	246	256	266	4.0%
UPPER	201	155	161	168	174	181	189	196	4.0%
GRAD I	443	656	676	696	717	739	761	784	3.0%
GRAD II	5	7	7	7	7	8	8	8	3.0%
TOTAL	808	1,028	1,063	1,098	1,135	1,174	1,213	1,254	3.4%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: $(2021-22 \text{ value} \div \text{the } 2016-17 \text{ value}) \text{ to the } (1/5) \text{ exponent minus one.}$

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	204	199	205	205	205	205	205	205	0%
NON-RESIDENT	44	50	51	51	51	51	51	51	0%
TOTAL	248	249	256	256	256	256	256	256	0%



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BA/BS Interprofessional Health Sciences	51.0000	HEALTH	FAMU, FGCU, UCF, UF, UNF, USF-T, USF-SP, UWF	Blended	500	DEC 2016
BS Honors Science	30.0101	STEM	NCF, USF T, UWF	No	300	DEC 2015
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Marine & Coastal Sciences	30.3201	STEM	None	Blended	60	DEC 2016

DOCTORAL PROGRAMS

None

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS Statistics	27.0501	STEM	FIU, FSU, UCF, UF, UNF, USF-T	NO	100	FEB 2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
DCJ Criminal Justice	43.0103		None	Blended	20	FEB 2018



STUDENT DEBT & NET COST

Student Debt Summary

	2011-12	2012-13	2013-14	2014-15	2015-2016 PROJECTION
Percent of Bachelor's Recipients with Debt	46%	48%	50%	53%	54%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$19,281	\$19,898	\$21,448	\$20,458	\$23,163
	2009-12	2010-13	2011-14	2012-15	2013-16 3 Year Draft
NSLDS Cohort Year					
Student Loan Cohort Default Rate (3rd Year)	7.6%	8.5%	7.6%	6.2%	5.2%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,432	\$1,240	\$11,748	\$1,974	\$2,462	\$22,856
AT HOME	\$5,432	\$1,240	\$1,312	\$3,158	\$2,462	\$13,604

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	4,239	36%	\$12,239	-\$1,824	\$7,233	\$4,008
\$40,000-\$59,999	1,286	11%	\$13,868	\$335	\$5,115	\$4,007
\$60,000-\$79,999	866	8%	\$16,157	\$2,620	\$2,838	\$4,511
\$80,000-\$99,999	624	5%	\$16,818	\$3,416	\$2,040	\$4,771
\$100,000 Above	1,759	15%	\$17,986	\$3,773	\$1,724	\$4,416
Not Reported	2,865	25%	N/A	\$3,981	\$903	\$100
TOTAL	11,639	100%	AVERAGE \$14,342*	\$1,301	\$4,003	\$3,186

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2016 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 148.8	\$ 160.6
Tuition	\$ 119.6	\$ 128.6
SUBTOTAL	\$ 268.4	\$ 289.2
Health-Science Center / Medical Schools		
State Funds	\$ 14.3	\$ 14.3
Tuition	\$ 8.2	\$ 9.0
SUBTOTAL	\$ 22.6	\$ 23.4
E&G TOTAL	\$ 291.0	\$ 312.6
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 87.1	\$ 108.7
Contracts & Grants	\$ 45.7	\$ 53.1
Local Funds	\$ 217.4	\$ 221.6
Faculty Practice Plans	\$ 0	\$ 0

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
Total Base Tuition & Differential per Credit Hour	\$143.45	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32
Health	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42
Athletic	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$56.09	\$56.09	\$56.09	\$56.09	\$56.09	\$56.09	\$56.09
Total Tuition and Fees per Credit Hour	\$199.54	\$201.29	\$201.29	\$201.29	\$201.29	\$201.29	\$201.29
% Change		0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,303.50	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00
Total Fees for 30 Credit Hours	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50
Total Tuition and Fees for 30 Credit Hours	\$6,140.00	\$6,192.50	\$6,192.50	\$6,192.50	\$6,192.50	\$6,192.50	\$6,192.50
\$ Change		\$52.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86
Out-of-State Undergraduate Student Financial Aid ³	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69
Total per credit hour	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$19,119.30	\$19,171.80	\$19,171.80	\$19,171.80	\$19,171.80	\$19,171.80	\$19,171.80
Total Fees for 30 Credit Hours	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20
Total Tuition and Fees for 30 Credit Hours	\$21,696.50	\$21,749.00	\$21,749.00	\$21,749.00	\$21,749.00	\$21,749.00	\$21,749.00
\$ Change		\$52.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$9,344.04	\$9,624.36	\$9,937.00	\$10,026.80	\$10,119.11	\$10,331.78	\$10,549.16
\$ Change		\$280.32	\$312.64	\$89.80	\$92.31	\$212.67	\$217.38
% Change		3.0%	3.2%	0.9%	0.9%	2.1%	2.1%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Bachelor's Degrees Awarded to Minorities FAU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

6-year Graduation Rate (Full-time, FTIC)

Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf.



National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually by the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the <i>mean</i> number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	<u>10/01/2008 to 9/30/2011</u> 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	<u>10/01/2009 to 9/30/2012</u> 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	<u>10/01/2010 to 9/30/2013</u> 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	<u>10/01/2011 to 9/30/2014</u> 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	<u>10/01/2012 to 9/30/2015</u> 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	<u>10/01/2013 to 9/30/2016</u> 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015

FSU

2016 Work Plan



Florida State University

*University Work Plan Presentation
for Board of Governors June 2016 Meeting*

BOARD OF TRUSTEES APPROVED ON JUNE 10, 2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

VISION STATEMENT (What do you aspire to?)

The vision for Florida State University, as adopted in its recent strategic plan, states that “Florida State University will be one of the world’s premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.”

STATEMENT OF STRATEGY (How will you get there?)

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

Florida State University competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and to seek continual improvement in our endeavor in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

A core capability of Florida State University is its extraordinarily efficient and effective use of the resources entrusted to it. We intend to advance the important mission of FSU by deliberately leveraging our strengths and successes and by expanding opportunities through new partnerships. Our most immediate need is to hire additional faculty, and to that end, we will use recurring and non-recurring funds to invest in new faculty, replacing the non-recurring funds with recurring revenue when it becomes available.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1 Become a National Top 25 Public University: The national ranking of FSU is highly dependent on investment in strategic areas that encourage interdisciplinary collaboration, and research that addresses national and state critical needs. Relatedly, we will invest in resources to support graduate students in strategic fields and to increase undergraduate research opportunities in the STEM fields. We will continue investments in high-impact practices that improve student success.

2 Access and Affordability: An access and affordability initiative designed to achieve a diverse student, faculty and staff population, and build new paths to full participation in the life and work of the campus, including robust programs of outreach and financial aid. We will introduce additional efforts to reduce the time to degree, especially for transfer students; additional scholarship programs; and a focus on reducing student debt. This program is part of FSU's plan to become a State and National leader in student career readiness. The program is designed to promote the job prospects and entrepreneurial potential of students and faculty, and to create new partnerships with industry. Finally, we've added career readiness milestones to Academic Maps to prompt students to engage in post-graduation planning and we are embedding career center liaisons in our academic departments to serve as resources for students, advisors and faculty.

3 Information Technology - Information technology enhancement will be pursued to help advance the core mission, enable innovation, and provide efficient and effective administration of the university. We must invest in new practices and new ways of using technology that will enable us to become more efficient, so that we can afford to maintain and enhance learning opportunities. Advances in technology impact teaching, learning, research, service, library collections, administration, communications and the student experience.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation	60.3% 2012-13	59.1% 2013-14	61% 2014-15	62% 2015-16	64% 2016-17	66% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	\$31,600 2012-13	\$32,700 2013-14	\$34,500 2014-15	\$36,000 2015-16	\$37,000 2016-17	\$38,000 2017-18
Cost per Bachelor's Degree Costs to the University	\$26,700 2010-14	\$27,820 2011-15	\$29,165 2012-16	\$29,704 2013-17	\$30,300 2014-18	\$31,000 2015-19
FTIC 6 year Graduation Rate for full- and part-time students	79.0% 2008-14	79.3% 2009-15	80% 2010-16	80% 2011-17	81% 2012-18	82% 2013-19
Academic Progress Rate FTIC 2 year Retention Rate with GPA>2	90.5% 2013-14	91.0% 2014-15	92% 2015-16	92% 2016-17	92% 2017-18	93% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	37.5% 2013-14	39.1% 2014-15	41% 2015-16	43% 2016-17	44% 2017-18	45% 2018-19
University Access Rate Percent of Fall Undergraduates with a Pell grant	30.0% Fall 2013	28.4% Fall 2014	28% Fall 2015	30% Fall 2016	30% Fall 2017	31% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	38.5% 2013-14	42.0% 2014-15	46% 2015-16	47% 2016-17	47% 2017-18	48% 2018-19
BOG METRIC: Faculty Awards	7 2012	2 2013	6 2014	8 2015	9 2016	10 2017
UBOT METRIC: National Rank Higher than Predicted by the Financial Resources Ranking	119 95 214 2015	114 96 210 2016	120 88 208 2017	121 86 207 2018	120 85 205 2019	121 84 205 2020

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH- MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	4.1 1241 Fall 2015	4.1 1244 Fall 2016	4.1 1247 Fall 2017	4.1 1250 Fall 2018	4.1 1253 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	7 2016	7 2017	7 2018	8 2019	8 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	93% 2014-15	93% 2015-16	93% 2016-17	93% 2017-18	94% 2018-19
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	79% 2009-15	80% 2010-16	80% 2011-17	81% 2012-18	82% 2013-19
National Academy Memberships	6	6 2016	7 2017	7 2018	8 2019	7 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$237 2014-15	\$206 2015-16	\$202 2016-17	\$203 2017-18	\$204 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$228 2014-15	\$196 2015-16	\$193 2016-17	\$194 2017-18	\$195 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 in 5 of 8 disciplines	7 2013-14	7 2014-15	7 2015-16	7 2016-17	7 2017-18
Patents Awarded <i>over 3 year period</i>	100	101 2013-15	100 2014-16	100 2015-17	100 2016-18	100 2017-19
Doctoral Degrees Awarded Annually	400	558 2014-15	510 2015-16	534 2016-17	540 2017-18	544 2018-19
Number of Post-Doctoral Appointees	200	235 Fall 2012	212 Fall 2013	211 Fall 2014	215 Fall 2015	217 Fall 2016
Endowment Size (\$M)	\$500 M	\$605 2014-15	\$575 2015-16	\$600 2016-17	\$625 2017-18	\$650 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		12	12	12	12	12

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Freshmen in Top 10% of Graduating High School Class	40% Fall 2014	38% Fall 2015	41% Fall 2016	42% Fall 2017	42% Fall 2018	43% Fall 2019
Professional Licensure & Certification Exam Pass Rates Above Benchmarks (NUR, LAW, MED)	3 of 5 2013-14	2 of 5 2014-15	4 of 5 2015-16	5 of 5 2016-17	5 of 5 2017-18	5 of 5 2018-19
Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	4.2 2013-14	4.1 2014-15	4.0 2015-16	3.9 2016-17	3.9 2017-18	3.8 2018-19
Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	60% 2010-14	62% 2011-15	62% 2012-16	63% 2013-17	64% 2014-18	65% 2015-19
Bachelor's Degrees Awarded <i>First Majors Only</i>	8,105 2013-14	8,421 2014-15	8,750 2015-16	8,750 2016-17	8,900 2017-18	9,050 2018-19
Graduate Degrees Awarded <i>First Majors Only</i>	2,927 2013-14	3,019 2014-15	2,930 2015-16	2,980 2016-17	3,050 2017-18	3,100 2018-19
Bachelor's Degrees Awarded to African-American & Hispanic Students	26% 2013-14	25% 2014-15	26% 2015-16	27% 2016-17	28% 2017-18	29% 2018-19
Adult (Aged 25+) Undergraduates Enrolled	7% Fall 2013	6% Fall 2014	6% Fall 2015	6% Fall 2016	6% Fall 2017	6% Fall 2018
Percent of Undergraduate FTE in Online Courses	9% 2013-14	11% 2014-15	13% 2015-16	14% 2016-17	16% 2017-18	17% 2017-18
Percent of Bachelor's Degrees in STEM & Health	19% 2013-14	22% 2014-15	24% 2015-16	26% 2016-17	28% 2017-18	29% 2018-19
Percent of Graduate Degrees in STEM & Health	25% 2013-14	26% 2014-15	29% 2015-16	30% 2016-17	31% 2017-18	32% 2018-19
IMPROVING METRICS		6 of 11	7 of 11	8 of 11	7 of 11	8 of 11



KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
22. Total Research Expenditures (\$M)	\$253 2013-14	\$256 2014-15	\$223 2015-16	\$219 2016-17	\$220 2017-18	\$221 2018-19
23. Research Expenditures Funded from External Sources	66% 2013-14	60% 2014-15	58% 2015-16	57% 2016-17	58% 2017-18	59% 2018-19
25. Licenses/Options Executed	15 2012-13	17 2013-14	11 2014-15	16 2015-16	17 2016-17	17 2017-18
26. Number of Start-up Companies Created	1 2013-14	8 2014-15	2 2015-16	4 2016-17	5 2017-18	5 2018-19
IMPROVING METRICS		3 of 4	0 of 4	2 of 4	4 of 4	2 of 4



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	23,141	23,471	23,438	23,605	23,777	24,015	24,254
AA Transfers ¹	6,146	6,108	5,867	5,717	5,584	5,412	5,241
Other ²	2,850	3,004	3,103	3,147	3,210	3,247	3,281
Subtotal	32,137	32,583	32,408	32,468	32,571	32,673	32,775
GRADUATE³							
Master's	4,155	4,117	4,012	4,050	4,100	4,170	4,250
Research Doctoral	2,626	2,660	2,648	2,675	2,700	2,725	2,750
Professional Doctoral	1,254	1,190	1,154	1,160	1,200	1,250	1,300
Subtotal	8,035	7,967	7,814	7,885	8,000	8,145	8,300
UNCLASSIFIED							
H.S. Dual Enrolled	23	53	36	40	40	40	40
Other ⁴	1,116	1,134	1,169	1,140	1,140	1,140	1,140
Subtotal	1,139	1,187	1,205	1,180	1,180	1,180	1,180
TOTAL	41,311	41,737	41,427	41,533	41,751	41,998	42,255

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	1,982	2,854	3,476	4,039	4,438	5,088	5,423
Hybrid (50-79%)	472	300	74	40	50	60	70
Traditional (0-50%)	29,158	28,277	28,007	27,562	27,212	26,652	26,407
Subtotal	31,612	31,432	31,558	31,641	31,700	31,800	31,900
GRADUATE							
Distance (80-100%)	656	821	901	999	1,050	1,150	1,250
Hybrid (50-79%)	299	218	94	5	10	10	20
Traditional (0-50%)	6,598	6,415	6,342	6,311	6,265	6,240	6,230
Subtotal	7,553	7,454	7,337	7,314	7,325	7,400	7,500

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	12,501	12,633	12,800	12,823	12,863	12,897	12,930	12,963	0.3%
UPPER	15,512	14,967	15,330	15,429	15,529	15,629	15,729	15,829	0.6%
GRAD I	2,618	2,606	2,666	2,719	2,759	2,813	2,866	2,933	1.9%
GRAD II	2,585	2,574	2,666	2,719	2,773	2,826	2,879	2,946	2.0%
TOTAL	33,216	32,781	33,462	33,692	33,925	34,165	34,405	34,671	0.7%
NON RESIDENT									
LOWER	1,024	1,182	1,133	1,146	1,160	1,173	1,186	1,200	1.1%
UPPER	790	934	973	986	973	986	1,000	1,013	0.8%
GRAD I	742	754	773	773	786	806	826	846	1.8%
GRAD II	990	1,002	1,006	1,013	1,040	1,066	1,093	1,106	1.9%
TOTAL	3,546	3,872	3,886	3,919	3,959	4,032	4,106	4,166	1.4%
TOTAL									
LOWER	13,526	13,816	13,933	13,970	14,023	14,070	14,116	14,163	0.3%
UPPER	16,302	15,901	16,303	16,416	16,503	16,616	16,729	16,842	0.7%
GRAD I	3,359	3,361	3,439	3,492	3,546	3,619	3,692	3,779	1.9%
GRAD II	3,575	3,576	3,672	3,732	3,812	3,892	3,972	4,052	2.0%
TOTAL	36,762	36,653	37,347	37,611	37,884	38,197	38,510	38,837	0.8%
NOT STATE FUNDABLE									
LOWER	823	573	587	600	613	627	640	653	2.2%
UPPER	908	276	400	413	427	440	453	467	3.1%
GRAD I	382	191	213	227	240	253	267	280	5.6%
GRAD II	21	3	11	13	13	13	13	13	4.6%
TOTAL	2,134	1,042	1,211	1,253	1,293	1,333	1,373	1,413	3.1%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	472	474	477	474	472	472	472	472	-0.2%
NON-RESIDENT	10	9	8	8	8	8	8	8	0.0%
TOTAL	482	483	485	482	480	480	480	480	-0.2%



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Entrepreneurship	52.0701	---	USF-SP	No	500	Jan. 2017
Neuroscience	26.1501	STEM	---	No	150	Jan. 2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Law Enforcement Intelligence	43.0118	---	---	No	100	Jan. 2017
Aerospace Engineering	14.0201	STEM	UCF, UF	No	30	Oct. 2016
East Asian Languages and Cultures	16.0399	GLOBAL	---	No	12	Jan. 2017
DOCTORAL PROGRAMS						
Aerospace Engineering	14.0201	STEM	UF	No	30	Jan. 2017

New Programs for Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Linguistics	16.0102	GLOBAL	FAU, UF	No	20	Oct. 2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Linguistics	16.0102	GLOBAL	FAU, FIU, USF, UF	No	15	Oct. 2017
Business Analytics	52.1301	STEM	---	No	30	Oct. 2017
DOCTORAL PROGRAMS						



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	54%	51%	53%	54%	52%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$21,140	\$23,370	\$22,770	\$24,350	\$22,912
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	5.2%	6.9%	5.8%	5.0%	4.4%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,644	\$1,000	\$10,264	\$1,572	\$2,728	\$21,208
AT HOME	\$5,644	\$1,000	\$5,132	\$1,572	\$2,728	\$16,076

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	4,920	22.4%	\$11,892	-\$3421	\$9,420	\$3,703
\$40,000-\$59,999	2,004	9.1%	\$14,807	-\$549	\$6,576	\$3,935
\$60,000-\$79,999	1,800	8.2%	\$17,224	\$1,952	\$4,107	\$4,278
\$80,000-\$99,999	1,650	7.5%	\$18,008	\$2,723	\$3,349	\$4,185
\$100,000 Above	7,094	32.4%	\$18,552	\$3,124	\$2,953	\$3,198
Not Reported	4,453	20.3%	NA	\$3,011	\$3,100	\$94
TOTAL	21,921	100.0%	AVERAGE \$16,058	\$1,170	\$4,890	\$2,911

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 326.3	\$ 347.3
Tuition	\$ 199.8	\$ 194.8
Subtotal	\$ 526.1	\$ 542.1
Health-Science Center / Medical Schools		
State Funds	\$ 35.0	\$ 35.0
Tuition	\$ 10.1	\$ 10.6
Subtotal	\$ 45.1	\$ 45.6
E&G TOTAL	\$ 571.2	\$ 587.7
FAMU/FSU ENGINEERING SCHOOL	\$ 0.0	\$ 13.0
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 254.0	\$ 250.6
Contracts & Grants	\$ 219.1	\$ 229.8
Local Funds	\$ 218.3	\$ 253.3
Faculty Practice Plans	\$ 8.8	\$ 9.7

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University Tuition, Fees and Housing Projections (non-binding)

University: Florida State University

<u>Undergraduate Students</u>	Actual			Projected			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ¹	\$49.59	\$49.59	\$49.59	\$49.59	\$49.59	\$49.59	\$49.59
Total Base Tuition & Differential per Credit Hour	\$154.66						
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ²	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$12.86	\$12.86	\$12.86	\$12.86	\$12.86	\$12.86	\$12.86
Health	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Athletic	\$7.90	\$7.90	\$7.90	\$7.90	\$7.90	\$7.90	\$7.90
Transportation Access	\$8.90	\$8.90	\$8.90	\$8.90	\$8.90	\$8.90	\$8.90
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
Total Fees	\$60.89						
Total Tuition and Fees per Credit Hour	\$215.55						
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
List any new fee proposed							
Total Block Fees per term	\$20.00						
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,639.80						
Total Fees for 30 Credit Hours	\$1,866.70						
Total Tuition and Fees for 30 Credit Hours	\$6,506.50						
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48
Out-of-State Undergraduate Student Financial Aid ³	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07
Total per credit hour	\$505.55						
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$19,084.20						
Total Fees for 30 Credit Hours	\$2,588.80						
Total Tuition and Fees for 30 Credit Hours	\$21,673.00						
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing Dining⁴							
\$ Change	\$10,130.00	\$10,180.00	\$10,478.00	\$10,548.00	\$10,728.00	\$10,921.00	\$11,109.00
% Change		0.5%	2.9%	0.7%	1.7%	1.8%	1.7%

¹ can be no more than 5% of tuition.

² as approved by the Board of Governors.

³ can be no more than 5% of tuition and the out-of-state fee.

⁴ combine the most popular housing and dining plans provided to students

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Number of Faculty Awards

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

BOT Choice Metrics

National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

6-year Graduation Rate (Full-time, FTIC)

Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf.



National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

FGCU

2016 Work Plan



Florida Gulf Coast University
University Work Plan Presentation
for Board of Governors June 2016 Meeting

FGCU BOARD OF TRUSTEES APPROVED JUNE 7, 2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

VISION STATEMENT (What do you aspire to?)

Florida Gulf Coast University will achieve national prominence in offering exceptional value in high-quality educational programs that address regional and statewide needs. Our programs, firmly grounded in the liberal arts and sciences, will employ emerging instructional technologies. Possessing an entrepreneurial spirit, graduates will be well prepared for productive lives as civically engaged and environmentally conscious citizens with successful careers, ready to pursue further education.



STATEMENT OF STRATEGY (How will you get there?)

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

Florida Gulf Coast University (FGCU) is a public comprehensive university serving Southwest Florida (SWFL) and beyond. FGCU primarily enrolls traditional age undergraduate students and is an institution noted for its excellent career preparation, community engagement/service learning, and has a focus on practicing and promoting environmental sustainability. FGCU provides students comprehensive educational and co-curricular experience that prepares them for successful careers. FGCU will continue to leverage the following strengths: success of our graduates, quality of its programs, focus on teaching and learning, commitment to increase growth in areas of strategic interest, expand community and civic engagement, serve as a major catalyst for economic development in SWFL, and promote critical thinking skills that are grounded in the liberal arts and humanities enhancing career preparation of our students.

We have finalized the 2016-2021 Strategic Plan **FOCUS** and the plan has identified four areas, or “pillars” 1) Academic Excellence, 2) Entrepreneurship, 3) Health Sciences, and 4) Emerging Pre-eminence that will guide us to address the critical needs of our region, the State, nation, and globally.

The new strategic plan focuses on realizing a bright and aspirational future for FGCU, but specifically focuses the institution on **four-year graduation rates** and ensures students achieve a high paying-job or placement into an advanced degree program upon graduation.

The following Pillars will assist FGCU in meeting the benchmarks:

Pillar # 1 – Academic Excellence

1. Expand an already successful Honors Program to a recognized Honors College.
2. Expand the number of internships, co-op educational, and practicum experiences.
3. Create new and or and/or refine existing programs that lead to high-wage-high demand jobs.

Pillar # 2 – Entrepreneurship

1. Expand the existing Institute of Entrepreneurship into a College.
2. Establish entrepreneurial focus throughout all undergraduate degree programs.

Pillar # 3 – Health Sciences

1. Strengthen and develop new clinically-oriented disciplines within healthcare and be known as Florida’s University for preparing students for all careers within healthcare except allopathic and osteopathic medicine.
2. Develop health focus areas in other degree programs external to the College of Health Professions and Social Work (CHPSW) (i.e., Medical Humanities, Medical Sales Force), and expanding inter-professional education interaction and research collaborations.



3. Examine and pursue new possible alternative revenue streams (e.g., faculty practice health clinics) to augment the financial resources available to the university.
4. Investigate feasibility of School of Dental Medicine and School of Pharmacy.

Pillar # 4 – Emerging Pre-eminence

1. Place emphasis on metrics (e.g., 4-yr graduation rate, freshman retention rate, enrollment of better academically prepared students) related to student success.
 - a. Provide incentives that encourage students to complete their degrees in four years through programs such as the Soar in Four: The Governor's Challenge for FTIC students. Soar in Four will rebate the first year, out of pocket tuition to these students who graduate in four years and are employed within one year of their graduation. For all undergraduates (i.e., includes AA transfer students) seeking a master's degree if they meet program admissions criteria, a Graduate Tuition Waiver for the last year of full-time study within an eligible master's program at FGCU.
 - b. Implement policies and practices to keep students on a successful pathway to four-year graduation.
 - c. Increase the use of online instruction to provide students with more opportunities to complete their studies in a timely manner, and examine opportunities for competency-based education.
2. Expand enrollments and number of degrees awarded in select graduate (Master's) programs.
3. Improve resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Among FGCU strengths are our focus on teaching and learning, the quality of its academic programs, the employment rate of our graduates and emphasis on institutional efficiencies. FGCU further defines itself through commitment to sustainable growth; engagement with its community; the quality of its facilities and classrooms; and its location in the heart of Southwest Florida.

FGCU's biggest challenge in the immediate future is improving the four-year graduation rate. To accomplish this we will create an Honors College and recruit and enroll academically better-prepared students. Furthermore, new policies and practices will be employed to further ensure students graduate in four years.

Over the next 5 years, FGCU aims to position itself in the SUS as an aspirational and forward-thinking institution that delivers high quality education with a great return on investment to all stakeholders and is responsive to the needs of Florida. This will be evident in the Pillars detailed in the 2016-2021 strategic plan -- **FOCUS**. FGCU's aspirational goals are outlined in the following Key Initiatives and Investments section.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

Foundational to the four key initiatives is student success and career attainment. FGCU will begin to focus on an aspirational pillar of emerging pre-eminence, through major initiatives as well as capitalizing on current areas of strength, FGCU aims to be ambitious in the beginning to make progress in these benchmarks to allow for an opportunity of positioning within the SUS. We recognize we have to start somewhere, and thus will begin to address the criteria that define an institution of emerging pre-eminence, especially the metrics related to student success. This is a long-term objective that will not be met in the period covered by this Work Plan, but the benchmarks of pre-eminence will guide continuing incremental efforts to distinguish FGCU among its peers and guide the institution's future goals and aspirations.

As stated earlier in this document, FGCU will work to meet the criteria necessary to become an SUS Emerging Pre-eminent institution. That will be the over-arching pillar for our strategic initiatives. The other three pillars are described below.

1. **Academic Excellence:** This remains the central focus of teaching, learning, and scholarship as well as the primary impetus for developing new programs and improving existing programs at FGCU. Another goal is to enhance the four-year graduation rate of our students.

FGCU will focus on transitioning the highly successful Honors Program into an Honors College which will provide a significant step towards attracting higher achieving students to FGCU and ultimately improve our four-year graduation rate. Support resources will expand to connect students with clinical, internship, practical, and civic engagement experiences that supplement the curriculum and produce graduates with the skills most desired by future employers and advanced academic programs.

2. **Entrepreneurship:** At FGCU entrepreneurship is identified as a process of fundamental transformation from innovative idea to enterprise and from enterprise to value. It further combines the skills of creative thinking, thoughtful planning, perseverance, sound communication both orally and in writing, and business acumen that can be applied, not just to business opportunities, but to any challenge. FGCU proposes to expand its Institute of Entrepreneurship that will be further expanded into a college. The Institute will serve as the epicenter of fostering, and establishing all new entrepreneurial efforts on campus as an entrepreneurial dimension will be infused in the undergraduate education experience of all our students. The newly opened Emergent Technologies Institute (ETI) contains an advanced machine shop and two large project studios designed specifically to support enhanced product prototype development activities for FGCU students enrolled in entrepreneurship courses.



3. **Health Sciences:** FGCU will capitalize on its existing strengths in offering undergraduate and graduate degree programs in Nursing and Rehabilitation Sciences within the College of Health Professions and Social Work (CHPSW) and look to expand its portfolio of programs by developing clinically-oriented disciplines within healthcare and become known as Florida's University for preparing students for all careers within healthcare except allopathic and osteopathic medicine. In addition, we will initiate the process and examine the feasibility of establishing a School of Dental Medicine and School of Pharmacy. These areas meet existing significant state and nationwide demands, while also allowing FGCU to further establish itself as the University in the SUS of FL in preparing outstanding clinicians. By integrating with the existing, highly successful CHPSW, the concept to form the College of Dental Medicine and Health can be actualized. FGCU is uniquely positioned to establish an integrated academic medical campus to deliver programs in dental medicine and pharmacy in addition to its current extensive offerings in Nursing, Behavioral Health, Rehabilitation Sciences, and its Physician Assistant Studies program that will begin in summer 2017.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation	65.6% 2012-13	64.2% 2013-14	66% 2014-15	67% 2015-16	68% 2016-17	69% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	\$35,300 2012-13	\$35,200 2013-14	\$37,000 2014-15	\$37,500 2015-16	\$38,200 2016-17	\$39,000 2017-18
Cost per Bachelor's Degree Costs to the University	\$29,390 2010-14	\$30,080 2011-15	\$29,980 2012-16	\$30,280 2013-17	\$30,580 2014-18	\$30,880 2015-19
FTIC 6 year Graduation Rate for full- and part-time students	48.8% 2008-14	43.0% 2009-15	45% 2010-16	47% 2011-17	50% 2012-18	53% 2013-19
Academic Progress Rate FTIC 2 year Retention Rate with GPA>2	71.7% 2013-14	73.5% 2014-15	74% 2015-16	75% 2016-17	76% 2017-18	77% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	45.2% 2013-14	44.7% 2014-15	47% 2015-16	48% 2016-17	49% 2017-18	50% 2018-19
University Access Rate Percent of Fall Undergraduates with a Pell grant	35.0% Fall 2013	33.8% Fall 2014	36% Fall 2015	37% Fall 2016	38% Fall 2017	39% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	63.6% 2013-14	60.2% 2014-15	62% 2015-16	64% 2016-17	66% 2017-18	68% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	72.3% 2013-14	75.9% 2014-15	76% 2015-16	77% 2016-17	78% 2017-18	79% 2018-19
UBOT METRIC: Bachelor's Degrees Awarded to Minorities	452 2013-14	504 2014-15	524 2015-16	544 2016-17	564 2017-18	584 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	15% Fall 2014	13% Fall 2015	14% Fall 2016	15% Fall 2017	16% Fall 2018	17% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	2 of 2 2013-14	2 of 2 2014-15	2 of 2 2015-16	2 of 2 2016-17	2 of 2 2017-18	2 of 2 2018-19
4. Time to Degree for FTICs in 120hr programs	4.5 2013-14	4.5 2014-15	4.2 2015-16	4.2 2016-17	4.1 2017-18	4.0 2018-19
5. Four-Year FTIC Graduation Rates full- and part-time students	20% 2010-14	21% 2011-15	21% 2012-16	22% 2013-17	23% 2014-18	30% 2015-19
8. Bachelor's Degrees Awarded First Majors Only	1,864 2013-14	2,062 2014-15	2,132 2015-16	2,163 2016-17	2,200 2017-18	2,300 2018-19
9. Graduate Degrees Awarded First Majors Only	368 2013-14	339 2014-15	350 2015-16	370 2016-17	375 2017-18	400 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	13% 2013-14	13% 2014-15	13% 2015-16	14% 2016-17	15% 2017-18	16% 2018-19
12. Percent of Undergraduate FTE in Online Courses	16% 2013-14	18% 2014-15	19% 2015-16	20% 2016-17	25% 2017-18	30% 2017-18
16. Percent of Bachelor's Degrees in STEM & Health	30% 2013-14	31% 2014-15	32% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19
18. Percent of Graduate Degrees in STEM & Health	35% 2013-14	37% 2014-15	38% 2015-16	39% 2016-17	40% 2017-18	41% 2018-19
IMPROVING METRICS		5 of 10	7 of 10	8 of 10	9 of 10	9 of 10



KEY PERFORMANCE INDICATORS (continued)

Institution Specific Goals (optional)

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

Narrative Goals.

1. Florida Gulf Coast University's Quality Enhancement Plan, a required plan by regional accreditation to enhance student learning and successes, FGCUScholars: Think. Write. Discover, strengthens undergraduate student learning by helping students develop stronger writing, critical thinking, and information literacy skills as students work to become scholars within their major. FGCUScholars supports student research, creative endeavors, and scholarly activities as ways to enhance and professionalize student skills in writing, critical thinking, and information literacy. These skills are foundational to successful lives that also lead to rewarding careers. To demonstrate the highest achievement in scholarship resulting from high-quality writing, critical thinking and information literacy, FGCU plans to increase the number of undergraduate students publishing their research or presenting their creative endeavors.
2. A prominent goal of FGCU is to increase student success. This can be measured in several ways, but one measure that FGCU will focus on in the next four years is the four-year graduation rate. Currently the four-year graduation is 21%. Over the next four years, FGCU will increase the four-year graduation rate by 9%.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Undergraduate Student Publications and Performances	Not Collected	11	15	20	25	30



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	8,725	9,351	9,652	9,941	10,165	10,393	10,627
AA Transfers ¹	1,948	1,864	1,850	1,900	1,943	1,986	2,031
Other ²	2,081	1,986	2,074	2,100	2,147	2,196	2,245
Subtotal	12,754	13,201	13,576	13,941	14,255	14,575	14,903
GRADUATE³							
Master's	863	838	834	840	907	989	1078
Research Doctoral	48	64	52	60	63	66	71
Professional Doctoral	76	95	94	100	110	121	139
Subtotal	987	997	980	1,000	1,080	1,176	1,288
UNCLASSIFIED							
H.S. Dual Enrolled	21	25	28	15	16	17	18
Other ⁴	312	240	240	200	212	227	245
Subtotal	333	265	268	215	228	244	263
TOTAL	14,074	14,463	14,824	15,156	15,563	15,995	16,454

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.



Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	1,597	1,774	2,055	2,393	2,510	2,670	2,850
Hybrid (50-79%)	214	138	87	125	131	150	160
Traditional (0-50%)	8,572	9,030	9,289	9,220	9,303	9,400	9,500
Subtotal	10,384	10,943	11,431	11,738	11,944	12,220	12,510
GRADUATE							
Distance (80-100%)	230	217	225	300	310	324	343
Hybrid (50-79%)	103	63	19	5	6	7	8
Traditional (0-50%)	573	580	593	518	520	522	524
Subtotal	906	859	837	823	836	853	875

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	5,816	5,533	5,588	5,714	5,843	5,974	6,109	6,246	2.04%
UPPER	4,926	5,297	5,429	5,565	5,704	5,847	5,993	6,143	2.50%
GRAD I	633	611	617	623	637	651	666	681	1.83%
GRAD II	139	141	145	149	154	157	161	166	2.75%
TOTAL	11,514	11,582	11,780	12,052	12,338	12,630	12,929	13,236	2.25%
NON RESIDENT									
LOWER	377	523	533	544	555	566	577	590	2.04%
UPPER	192	214	218	223	227	232	237	242	2.08%
GRAD I	22	28	29	32	33	35	37	39	5.67%
GRAD II	15	14	15	15	16	17	18	19	4.83%
TOTAL	606	779	795	814	831	849	869	890	2.25%
TOTAL									
LOWER	6,193	6,056	6,122	6,258	6,398	6,540	6,686	6,836	2.04%
UPPER	5,118	5,511	5,647	5,788	5,931	6,078	6,230	6,385	2.48%
GRAD I	655	639	646	655	670	686	703	720	2.01%
GRAD II	154	155	160	165	170	174	179	184	2.95%
TOTAL	12,120	12,360	12,575	12,865	13,169	13,479	13,797	14,125	2.25%
NOT STATE FUNDABLE									
LOWER	69	96	98	99	101	103	106	108	2.08%
UPPER	50	75	76	78	80	82	83	85	2.17%
GRAD I	22	23	24	26	29	32	35	39	9.03%
GRAD II	6	6	6	7	7	8	8	9	7.50%
TOTAL	147	199	204	210	217	225	233	241	3.21%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group have reviewed these programs as part of their on-going coordination efforts.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Informatics	11.0104	STEM	None	No	30	4/2017
Construction Management	15.1001	STEM	FAMU,FIU,UF,UNF	No	30	4/2017

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

DOCTORAL PROGRAMS

New Programs for Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Supply Chain Management	52.0203	STEM	FPU,UNF,UWF	No	30	4/2018
Real Estate	52.1501	None	FAU,FIU,FSU, UCF,UF	No	75	4/2019
Professional Sales	52.1804	None	None	No	75	4/2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Educational Technology	13.0501	STEM	FAU,FSU,UCF, UWF	Yes	50	4/2019
Biology	26.0101	STEM	FAMU,FAU,FIU, FSU, UCF,UNF,USFT, UWF	No	45	4/2019
Health Administration	51.0701	HEALTH	FAMU,FAU,FIU, UF,UNF,USFT	Yes	75	4/2018
Athletic Training	51.0913	HEALTH	FIU,USFT	Yes	18	4/2018
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	HEALTH	None	No	30	April 2019



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	45%	47%	49%	46%	46%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$16,710	\$17,770	\$21,390	\$23,040	\$24,540
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	7%	8%	6%	4.7%	6%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,318	\$1,200	\$9,424	\$1,700	\$1,700	\$20,342
AT HOME	\$6,318	\$1,200	\$3,364	\$1,700	\$1,700	\$14,282

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	1,858	23%	\$8,938	\$1,750	\$10,067	\$3,688	
\$40,000-\$59,999	751	9%	\$12,995	\$3,654	\$5,813	\$4,020	
\$60,000-\$79,999	567	7%	\$15,118	\$4,898	\$3,606	\$5,279	
\$80,000-\$99,999	534	7%	\$15,814	\$4,843	\$3,043	\$5,315	
\$100,000 Above	1,380	17%	\$16,596	\$4,950	\$2,598	\$5,446	
Not Reported	2,858	36%	n/a	\$5,490	0	0	
TOTAL	7948	100%	AVERAGE	\$8,340	\$2,289	\$3,815	\$2,921

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 64.4	\$ 72.4
Tuition	\$ 57.2	\$ 59.2
TOTAL	\$ 121.6	\$ 131.6
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 47.6	\$ 48.0
Contracts & Grants	\$ 11.4	\$ 13.2
Local Funds	\$ 41.8	\$ 41.6
Faculty Practice Plans	\$ 0	\$ 0

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	Actual			Projected			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
Total Base Tuition & Differential per Credit Hour	\$141.45						
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50
Health	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24
Athletic	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54
Transportation Access	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$64.24						
Total Tuition and Fees per Credit Hour	\$205.69						
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00						
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,191.00						
Total Fees for 30 Credit Hours	\$1,927.20						
Total Tuition and Fees for 30 Credit Hours	\$6,118.20						
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58
Out-of-State Undergraduate Student Financial Aid ³	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21
Total per credit hour	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$22,328.40						
Total Fees for 30 Credit Hours	\$2,833.50						
Total Tuition and Fees for 30 Credit Hours	\$25,161.90						
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
\$ Change	\$9,612.48	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00
% Change	2.0%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree *Costs to the university*

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS)

UBOT Choice Metrics

Bachelor's Degrees Awarded to Minorities FGCU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).

Professional/Licensure Exam First-time Pass Rates

The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Average Time to Degree for FTIC in 120hr programs

This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

FTIC Graduation Rates In 4 years (or less)

As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

Bachelor's Degrees Awarded

This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).

Graduate Degrees Awarded

This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).



Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.

Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:

<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

University of North Florida

2016 Work Plan



University of North Florida
University Work Plan Presentation
for Board of Governors June 2016 Meeting

BOT APPROVED JUNE 7, 2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT *(What is your purpose?)*

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

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

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

**The use of the term "preeminent" in UNF's vision statement predates and does not refer to s. 1001.7065, F.S., which establishes the Preeminent State Research Universities Program.*

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

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

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

- A diverse metropolitan population of 1.4 million residents with a projection of steady growth into the future.
- A large population of native freshmen and AA transfer students, along with a graduate student body that makes up approximately 13% of the overall enrollment.
- A complex economy whose main drivers are the State's second largest health care industry; shipping, trade, financial services and logistics resulting from Jacksonville's prominence as an international port and transportation center; and a large technology-intensive corporate sector.
- A unique physical environment (the region is coastal, estuarine, and bisected by a major river).



- A strong relationship between the university and its many public and private partners throughout the region consistent with the university's commitment to serve as a "steward of place."
- A complementary relationship with the local state college that allows UNF to focus on high profile undergraduates and masters' and doctoral degree programs appropriate to the needs of the region.

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

- **EXPANSION**

UNF's master plan calls for growth up to 25,000 on-campus (headcount) students synchronized to the growth of its physical plant, faculty size, and the expansion of distance learning as an effective means of educational advancement. To achieve further growth, UNF has implemented a recruitment strategy aimed at increasing admissions from untapped markets. We have also redeveloped our scholarship and financial aid package allocation model to further attract high-profile students.

Articulation agreements and a "Connect" program with Florida State College at Jacksonville, St. Johns State College, and Santa Fe State College should facilitate more seamless transitions of our local transfer population.

- **ENHANCEMENT**

An increasing percentage of our freshmen live on campus. History has shown that freshmen who live on campus their first year as opposed to living off campus take more credit hours and have higher grades; hence, they graduate more quickly. Efforts are focused on enhancing a robust First Year Experience program and on further enriching the undergraduate learning experience toward the goal of improving retention and graduation rates.

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

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



- **COLLABORATION**

UNF contributes to and benefits from extensive partnerships across the region. Prominent examples of these links include the partnerships between the Brooks College of Health and every major regional health care provider, focused on clinical training and health care administration. The Coggin College of Business has developed deep ties with regional for-profit businesses and industries, especially those related to accounting, finance, transportation and logistics. We have strengthened relationships between the College of Computing, Engineering, and Construction with public and private enterprises requiring expertise in applied research and information technology. Lastly, the partnership with the Duval County Public School system focused on urban education and with regional rural, suburban and urban school districts in Principal Leadership training has remained strong.

The depth and strength of UNF's ties to the community are confirmed by the success of two \$100 million dollar plus capital campaigns conducted within the past fifteen years.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The University of North Florida considers emphasis on high quality undergraduate education and graduate programs that respond to local needs to be two of its strengths. UNF strives to be a leading comprehensive university with targeted graduate programs, often in applied fields, as well as strong yet focused research in areas where there are unique regional opportunities and needs.

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

The university has increased its admissions standards for first-time-in-college students. Each year we are recruiting freshmen with higher academic profiles. Applications, admissions, orientation sign-ups, housing contracts, and meal plans for the 2016-17 academic year are running well above last year's levels. We strive to enroll an increasing number of the brightest high school graduates from northeast Florida, and to recruit accomplished students from other parts of the state. These students are attracted by the quality of the education offered as evidenced by UNF's smaller class sizes and percentage of full-time faculty in the classroom at all levels. To increase graduation rates and decrease time to degree, the university has been working to improve campus life and student support services. A re-imagined student orientation, Week of Welcome, and first-year experience programs have proven successful in implementation and the result is a better prepared freshman in navigating first-year success.

At the same time that the university is strengthening its student experience, UNF has also paid close attention to the quality and depth of its curriculum. As a model comprehensive university, UNF offers a wide range of majors at the undergraduate level as well as a diversity of graduate degrees. As a regional university, UNF also ensures that these undergraduate and graduate programs respond to local needs. Our success in achieving this goal is demonstrated by the fact that over 64% of our 70,000 alumni live and work in Northeast Florida and over 81% live and work in Florida. This means that the institution is responsible for more college graduates in our region than the University of Florida and Florida State University combined. To further support students and create a funnel for satisfying regional workforce needs, UNF is developing several accelerated BA/MA and BS/MS degree programs.

UNF offers innovative and multidisciplinary programs that coincide with areas of regional economic prominence, specifically health and biomedical science; coastal science and engineering; and commerce. The university aspires to strengthen these areas through increasing both the depth and breadth of existing and emergent academic programs, while also further cultivating research and commercialization strengths in these areas, increasingly in collaboration with regional and state partners.



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

Interest in health-based disciplines remains steady, supported by strong collaborations between healthcare organizations and the university. Because Jacksonville offers many opportunities in the healthcare and biomedical science arena and UNF seeks to meet the employment needs of these organizations, enrollments in the sciences remain strong while enrollments in health-based disciplines are particularly robust. A growing number of UNF students pursue graduate training in professional schools (medical, dental, veterinary, etc.), building upon the foundation they receive in our biology, chemistry, and physics pre-medical tracks.

UNF seeks to directly address economic needs in the region and the state by strengthening UNF's existing focus in logistics and transportation and expanding that focus to include supply chain management. As a logistics center for the Southeast with dominant business influence, this focus is a strong fit to the local, regional, and state business community. The local community of 50 logistics firms is represented by the corporate headquarters of firms such as CSX, Landstar, and Reynolds, Smith and Hills, and the major port presence of JAXPORT, which services 17 of the top 20 global ocean carriers. Regionally, the program's fit and impact draws students from the Port of Savannah's geographic area and its related logistics and supply chain partners.

Statewide, the program strengthens the top employment sector of trade, transportation and utilities. The Department of Economic Opportunity & Enterprise Florida identified Logistics & Distribution as one of the top five industries for economic growth. Employment within the industry is expected to grow 22% from 2012-2022; and its employees earn wages that are 30% higher than the norm. The Florida Seaports Council reports that cargo-related activity at Florida seaports currently generates more than 550,000 direct and indirect jobs and contributes \$66 billion in economic value to the state.

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



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Undergraduate Student Success. A high-quality undergraduate educational experience remains the central institutional priority at UNF. To that end, the university continues to implement high-impact experiences to engage in liberal learning and to enhance retention. Among these is our Transformational Learning Opportunity (TLO) program, now a hallmark of the UNF experience, which provides a broad range of opportunities, all of which are rooted in experiential education. Over the past few years, the TLO program has been extended under the aegis of the university's commitment to community engagement to form the basis of UNF's regional accrediting body SACSCOC Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning.

UNF also continues to implement other high-impact practices relating to the undergraduate experience, including innovations in teaching and course delivery, advising, and academic support services. Examples include a restructuring of orientation programming, more proactive advising designed to facilitate the transition to college and connect lower-division students to their chosen major, and an increased emphasis on communication and interventions with students relating to degree completion. We have continued our Presidential Research stipends, which provide research support and early engagement for high achieving students in STEM disciplines. We continue to expand programs focused on transitioning students to university study, such as BioFlite, a week-long pre-term program that prepares students for their introductory Biology courses and the academic rigors of the university. We have implemented a new Peer Academic Coaching program that provides on-demand customized student support, and have significantly expanded the Supplemental Instruction program, which offers pedagogically innovative support for gateway courses and results in an average half-letter grade improvement for students who attend. First-year Orientation has been redesigned to focus more directly on academic expectations. To this, we have added placement testing, as well as preparatory modules and skills-building classes in math and writing. The university continues to support campus residency for freshmen and to improve the Freshman Year Experience facilitating the transition to university life and study. A First Year Seminar course is currently being developed, and a new First Year Mentor program will be launched in the coming year. Both are part of the continuing effort to enhance the freshman experience and student success.

The Library Commons, renovated last year, has continued to expand collaborative support for student success by establishing partnerships with athletics, our Academic Center for Excellence, tutoring, and supplemental instruction. We have witnessed a marked increase in GPA for students participating in the Commons support programs.

Curricular innovations, including a revision of the university's general education program to align with learning competencies, along with continuing innovations in writing-across-the-curriculum programs through the leadership of a new University Writing Center, will work to insure that graduates have skills and competencies that will prepare them for success. The UNF Graduate School is also in the process of developing several accelerated BA/MA and BS/MS degree programs to support appropriately prepared undergraduate students who arrive intending to pursue graduate degrees.



The university has incorporated more robust data analytics usage for academic advisors and administrators to enhance retention and degree completion. UNF will continue to incorporate more data-informed programs, including college-specific faculty data analysts, into strategic planning and assessment of quality.

2. Innovations in addressing local needs. Based on existing program strengths as well as regional opportunities and needs, UNF identified three multidisciplinary focus areas of strength that correspond to regional economic activity and/or environmental distinction: health and biomedical science; commerce; and coastal science and engineering. Reallocations of university resources were made and will continue to enhance UNF's ability to respond to its unique geographic and environmental setting and to provide opportunities for UNF's students.

For example, the Graduate School is streamlining and expanding its resources for recruiting and retaining high quality students who can assist with teaching and research while also contributing to the educated and highly skilled workforce of Northeast Florida.

As a result of these efforts, enrollments in Health and Biomedical Science remain strong and already have increased with additional resource allocations. In support of area commerce, the Coggin College of Business will continue to strengthen flagship programs in International Business and Transportation & Logistics, and build on existing strengths in economics, accounting, investments, financial services, marketing, operations, organizational behavior and corporate strategy.

Some examples of UNF's efforts to address local industry needs include the proposed Logistics & Supply Chain Management (L&SCM) master's degree. This program will be designed to provide what the faculty, students, and professional community have consistently requested: master's degrees that are more specialized in disciplines within business. No university in the state provides a master's degree program in the discipline of logistics and supply chain management, which is a rapidly growing field in both size and stature in today's global business environment.

The L&SCM master's degree is a logical extension of the rapidly growing, nationally known undergraduate T&L (Transportation & Logistics) program in the Coggin College of Business, which has grown from approximately 80 majors to 275 majors in the past eight years. The proposed graduate program is in an area recognized as STEM, a direct contribution to current performance-based funding metrics. The L&SCM master's degree, developed in conjunction with the Transportation and Logistics Flagship Advisory Board, will be multidisciplinary and include critical subjects of marketing, management, and finance in addition to logistics. The curriculum has been designed to reflect industry goals for middle- and senior-level management graduate education. Such a program has been advocated by local and regional employers, by the large local military presence, and by the two most recent AACSB reaccreditation teams. A number of local/regional employers (including FDOT) have offered cohorts of students.



The Coggin College of Business will also begin enrollment in the new Master of Science in Management – an alternative term graduate program created to address the increasing demand from local business for mid-level management development opportunities, particularly for those employees coming from the arts and sciences.

Another example of regional response involves the proposed major expansion of the port facilities in the Jacksonville area. This expansion makes Coastal Science and Engineering particularly significant to Northeast Florida. Additional faculty lines in coastal geology and coastal biology will be added as resources become available.

The College of Arts and Sciences is exploring a new interdisciplinary bachelor's program in Integrated Science to address concerns about retention and attrition of students not selected for limited-access or selective admission majors, and to provide an alternative for those who choose not to remain within one of them.

The College of Education and Human Services is contributing to STEM efforts through the Jacksonville Teacher Residency program in Science and Math Education with Duval County Public Schools.

Brooks College of Health faculty is working on a community funded psychiatric nurse practitioner program, and is seeking strategies to grow the BSN program. Additional faculty lines in health could result in larger programs in Clinical Community Health Counseling, Public Health, and Exercise Science. The college's Doctorate in Clinical Nutrition begins in 2016. The Brooks College of Health has also added interdisciplinary health information and global health certificates. The college's B.S. in Athletic Training will move to the master's level, in keeping with the profession's goals. The community has supported the possibility of a Physician Assistant program.



In the College of Computing, Engineering, and Construction, the Advanced Manufacturing and Materials Initiative (AMMI) will provide the foundation to educate, train and prepare engineering, chemistry and physics students to solve the manufacturing challenges that impact the world today, and develop innovations for the future.

The AMMI funding will be used to develop:

- A state-of-the-art electron microscope and materials characterization facility called the Materials Science and Engineering Research Facility (MSERF);
- An Advance Manufacturing Laboratory (AML) to enhance the traditional manufacturing methods already available at UNF; and
- New faculty and a new Bachelor of Science Degree Program in Manufacturing Engineering, one of only 20 such programs in the country, and the only one in Florida, to educate the workforce of tomorrow.

The programs and facilities developed with the AMMI funding will:

- Provide regional industry and businesses access to the next generation of electron microscopes and equipment necessary for quality assurance;
- Advance the already strong partnership with Johnson & Johnson (J&J) and promote the advantages of the J&J/UNF 3-D Printing Research and Development Center;
- Provide UNF and industry with state-of-the-art demonstration and training facilities;
- Create a highly skilled local workforce;
- Attract new industry and start-ups to Jacksonville; and
- Generate greater research funding for UNF.

To further support the development of innovative approaches to regional needs, new seed funding has been allocated to support collaborative research teams that bridge departments and colleges, and encourage the development of strong interdisciplinary centers and institutes positioned to productively engage with outside partners and secure external funding. Similarly, policies and procedures have been streamlined to facilitate commercialization activities and partnerships with industry, governmental, and not-for-profit collaborators from across the region and state.

These initiatives contribute to academic quality through enhancement of the breadth and depth of academic programs, and contribute to return on investment by focusing on areas that directly impact the regional economy and quality of life.



3. Career Preparation.

As noted in the Spring 2016 Performance Metrics, 75% of UNF graduates are in careers or in graduate school within one year after graduation. UNF's Career Services unit collaborates with departments and units to prepare our students for successful placement following their UNF education.

UNF Career Services has been recently re-structured into a decentralized, distributed liaison model in which career coordinators are assigned to each of the UNF colleges. The coordinators are housed in the colleges and most are located in the academic advising suites of the colleges and work with faculty members and academic advisors to provide career services, programs, and resources for their students. This new model takes advantage of the coordinators' specialized knowledge of employment trends and what employers look for in those career fields associated with their colleges. Career Services staff members also serve as liaisons to other administrative offices on campus (e.g., Veteran's Center, Counseling Center, and Disability Resource Center, etc.)

Career Services begins communication and interaction with students as early as orientation. Career counselors work with students living on-campus to continue to help students engage in their own career development.

For students still deciding about academic majors and career paths, Career Services offers the following services:

- Career Counseling allows students to meet with a counselor to discuss their career plans, make decisions about their major, explore career options and determine career directions.
- Career Assessments (including the Myers Briggs Type Indicator and Strong Interest Inventory) help students connect their interests, values and personality to potential majors and careers.
- The Career Library provides students with a computer lab, career books, periodicals, and other resources to access a wide range of information about career opportunities.
- Career Connections offers access to an online database of more than 300 professionals.



The Employability Skills Program (ESP) is a comprehensive job preparation program featuring one-on-one job search assistance, career workshops, career panels, job fairs, and on-campus recruiting programs all designed to help students find a career.

Career coordinators assist students in implementing a job search campaign, critiquing their own resumes, developing their interview skills using an online program called "InterviewStream," and by offering career workshops. Throughout the year, students participate in career panels which feature career professionals and recruiters who share information about job opportunities.

Career Services offers three sections each term of *SLS 3408 Employability Skills and Career Success* for juniors and seniors preparing for the world of work. This course focuses on instructional methods, materials, and curricula to introduce students to the fundamentals of planning, organizing, and implementing a comprehensive job search campaign.

Career fairs provide excellent opportunities for students to develop their career network, explore career options and discuss opportunities with representatives from a wide range of organizations. A listing of specialized job fairs includes Computing, Engineering and Construction, where 117 employers participated in the most recent fair.

Specific career -preparation highlights in the various colleges include the following:

The Coggin College of Business Career Management Center (CMC) has regularly hosted major Career Day events since 2007, in the areas of Transportation & Logistics, Accounting, and Finance. Over 1,000 students receive professional development advising and over 1,500 participate in programs leading to full-time career opportunities. Corporate recruiters and business leaders are actively engaged with Coggin students via training, networking, and recruiting. CMC programming includes hundreds of half-hour, one-on-one interviews between students and prospective employers in a single day, with the interview schedule constructed using advanced analytics to optimally match students to employers. This past year, a total of 1475 interviews took place across the college's five Career Days. Of particular note are the CMC STAR program - a professional skills development program, with over 2,000 students participating; the Mentor program pairing students with business community members; and over 450 internship opportunities.

Brooks College of Health places most students in internships, clinical settings, or community experiences in health care organizations. Employment rates in the Brooks College are very high.



College of Computing, Engineering, & Construction (CCEC) features increasingly strong industry involvement, with nearly 200 internship opportunities made available for CCEC students. Over 740 full-time career positions were posted for CCEC students and alumni, - up from 424 in the previous year.

New employer involvement and the development of such programs as the "Regency Centers Practicum" have opened the door for new recruitment opportunities that encourage long-term employer engagement with the college. The college's flagship event, the CCEC Employer Showcase, continues to grow dramatically, with a record 199 employers registering for the semi-annual event (up from 150 in the previous year), emphasizing that the college is now an increasing source of recruitment nationally.

The College of Education and Human Services focuses heavily on required internships including placements in sport management positions and student teaching opportunities. Some internships include international placements.

In further strengthen internship and career placement opportunities, UNF has allocated five career specialist positions to work specifically with the College of Arts and Sciences and particularly with majors which do not have readily available paths to internships. UNF's two most popular majors within Arts and Sciences have developed effective strategies to provide their majors with opportunities for workforce success or graduate school admission.

The Psychology program includes curricula that stress critical thinking, problem solving, technical writing and speaking, and research ethics. The program includes a course "The Professional Opportunities in Psychology," which informs students of future professional employment and career information. Psychology student clubs organize lectures on different areas and career options. The program also offers resume writing, interviewing and presentation skills sessions, undergraduate research, community based learning opportunities, international student exchange, and practicum experiences. As a result, 93% of Psychology majors are employed or in graduate school in the first year after graduation.

The Communication program requires internships, job fairs, and career counseling advice in a one-credit required course. The department distributes a weekly newsletter to majors, makes use of social media outlets such as Twitter and Facebook, and hosts an annual Media Week which has media professionals visit classes and student clubs. There is a professional advisory board which includes approximately 40 media professionals to interact with Communication majors.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation	66.1% 2012-13	66.1% 2013-14	67.50% 2014-15	68.75% 2015-16	70.00% 2016-17	71.25% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	\$34,700 2012-13	\$35,900 2013-14	\$37,500 2014-15	\$39,000 2015-16	\$40,500 2016-17	\$42,000 2017-18
Cost per Bachelor's Degree Instructional Costs to the University	\$30,750 2010-14	\$32,630 2011-15	\$32,930 2012-16	\$33,230 2013-17	\$33,530 2014-18	\$33,830 2015-19
FTIC 6 year Graduation Rate for full- and part-time students	54.8% 2008-14	54.0% 2009-15	55% 2010-16	56% 2011-17	57% 2012-18	58% 2013-19
Academic Progress Rate FTIC 2 year Retention Rate with GPA>2	77.8% 2013-14	74.6% 2014-15	77% 2015-16	78% 2016-17	79% 2017-18	80% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	44.8% 2013-14	44.7% 2014-15	48% 2015-16	49% 2016-17	50% 2017-18	51% 2018-19
University Access Rate Percent of Fall Undergraduates with a Pell grant	33.5% Fall 2013	32.7% Fall 2014	33% Fall 2015	34% Fall 2016	35% Fall 2017	36% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	50.2% 2013-14	50.0% 2014-15	51% 2015-16	52% 2016-17	53% 2017-18	54% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	71.1% 2013-14	71.9% 2014-15	73% 2015-16	74% 2016-17	75% 2017-18	76% 2018-19
UBOT METRIC*: Percent of SUS undergraduate FTE enrollments in online courses	11% 2013-14	14% 2014-15	15% 2015-16	16% 2016-17	17% 2017-18	18% 2018-19

*Revised and Pending BOT Approval (June 2016)

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	13% Fall 2014	19% Fall 2015	19.5% Fall 2016	20% Fall 2017	20.5% Fall 2018	21% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	2 of 2 2013-14	2 of 2 2014-15	2 of 2 2015-16	2 of 2 2016-17	2 of 2 2017-18	2 of 2 2018-19
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	4.9 2013-14	4.9 2014-15	4.8 2015-16	4.7 2016-17	4.6 2017-18	4.5 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	26% 2010-14	30% 2011-15	30.5% 2012-16	31% 2013-17	31.5% 2014-18	32% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	3,177 2013-14	3,207 2014-15	3,300 2015-16	3,350 2016-17	3,400 2017-18	3,450 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	590 2013-14	598 2014-15	600 2015-16	605 2016-17	610 2017-18	615 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	18% 2013-14	19% 2014-15	19.5% 2015-16	20% 2016-17	20.5% 2017-18	21% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	25% Fall 2013	23% Fall 2014	23% Fall 2015	23% Fall 2016	23% Fall 2017	23% Fall 2018
12. Percent of Undergraduate FTE in Distance Learning Courses	11% 2013-14	14% 2014-15	15% 2015-16	16% 2016-17	17% 2017-18	18% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	29% 2013-14	30% 2014-15	31% 2015-16	32% 2016-17	33% 2017-18	34% 2018-19
18. Percent of Graduate Degrees in STEM & Health	34% 2013-14	35% 2014-15	36% 2015-16	37% 2016-17	38% 2017-18	39% 2018-19
IMPROVING METRICS		8 of 11	9 of 11	9 of 11	9 of 11	9 of 11



KEY PERFORMANCE INDICATORS (continued)

Institution Specific Goals *(optional)*

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

Narrative Goals.

Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Students Engaged in Experiential Learning Activities That Traditionally Enhanced Post-Graduate Employment and/or Graduate Study Opportunities	37% 2013-14	38% 2014-15	39% 2015-16	40% 2016-17	41% 2017-18	42% 2018-19



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	6,691	6,700	6,328	6,455	6,584	6,715	6,850
AA Transfers ¹	4,722	4,461	4,319	4,341	4,362	4,384	4,406
Other ²	2,596	2,752	2,952	2,967	2,982	2,997	3,011
Subtotal	14,009	13,913	13,599	13,763	13,928	14,096	14,267
GRADUATE³							
Master's	1,472	1,499	1,427	1,441	1,456	1,470	1,485
Research Doctoral	100	105	100	105	105	105	105
Professional Doctoral	114	150	251	259	266	274	283
Subtotal	1,686	1,754	1,778	1,805	1,827	1,849	1,873
UNCLASSIFIED							
H.S. Dual Enrolled	8	39	27	30	30	30	30
Other ⁴	555	481	478	485	495	500	505
Subtotal	563	520	505	515	525	530	535
TOTAL	16,258	16,187	15,882	16,083	16,280	16,475	16,675

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	1,043	1,377	1,708	1,752	1,883	2,022	2,498
Hybrid (50-79%)	174	184	212	257	283	311	342
Traditional (0-50%)	11,288	10,674	10,163	9,672	9,603	9,564	9,518
Subtotal	12,505	12,235	12,084	11,681	11,769	11,897	12,025
GRADUATE							
Distance (80-100%)	158	177	213	210	220	231	243
Hybrid (50-79%)	87	46	63	101	106	112	117
Traditional (0-50%)	996	1,021	1,026	986	1,012	1,016	1,019
Subtotal	1,241	1,244	1,302	1,297	1,339	1,359	1,379

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	4,561	4,279	4,371	4,459	4,547	4,639	4,730	4,852	2.00%
UPPER	7,199	7,029	7,022	7,057	7,092	7,127	7,163	7,198	0.50%
GRAD I	974	905	892	902	910	919	929	938	1.01%
GRAD II	191	236	284	292	301	310	320	329	2.96%
TOTAL	12,925	12,449	12,569	12,709	12,850	12,995	13,142	13,290	1.12%
NON RESIDENT									
LOWER	179	192	196	200	204	208	212	217	2.00%
UPPER	144	181	181	182	183	184	185	186	0.50%
GRAD I	113	117	116	117	118	119	120	122	1.01%
GRAD II	24	39	47	48	49	51	52	54	2.96%
TOTAL	461	529	539	547	554	562	570	578	1.38%
TOTAL									
LOWER	4,741	4,471	4,567	4,659	4,751	4,847	4,943	5,041	2.00%
UPPER	7,343	7,211	7,203	7,239	7,275	7,311	7,348	7,384	0.50%
GRAD I	1,087	1,023	1,008	1,019	1,028	1,039	1,049	1,060	1.01%
GRAD II	216	275	331	340	351	361	372	383	2.96%
TOTAL	13,386	12,979	13,108	13,256	13,404	13,557	13,721	13,868	1.13%
NOT STATE FUNDABLE									
LOWER	90	92	94	96	97	99	101	103	2.00%
UPPER	129	130	130	131	132	132	133	134	0.50%
GRAD I	50	51	51	52	52	53	53	54	1.00%
GRAD II	12	12	13	13	14	14	14	15	3.00%
TOTAL	280	284	288	291	295	298	302	305	1.20%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BA in Communication Studies	09.0101	Gap Analysis	FAU, FIU, USF T	Not entire program	HC: 60 FTE: 45	Jan/Mar 2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
EdS in Educational Leadership	13.0401	---	FAU, FIU, FSU, UCF, UF, USF T, UWF	No	TBD	Mar/June 2017
MS in Higher Education Administration	13.0406	---	FIU, FSU	No	HC: 70; FTE: 31.9	Mar/June 2017
MS in Athletic Training	51.0913	Health	FIU, USF T	No	HC: 60; FTE: 50.6	Jan/Mar 2017
DOCTORAL PROGRAMS						
None						

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS in Coastal Environmental Science	03.0104	STEM	FAMU, FSU, UF, USF T, USF P UWF	TBD	TBD	TBD
BA in Disabilities and Society	05.0210	---	None	DL & face-to-face	TBD	TBD
BS in Information Technology	11.0103	STEM	FAMU, FIU, FSU, UCF, USF T, USF SM, UWF	TBD	TBD	TBD
BS in Information Systems	11.0104	STEM	None	TBD	TBD	TBD
BS in Information Science	11.0401	STEM	None	TBD	TBD	TBD
BS in Computer Science	11.0701	STEM	None	TBD	TBD	TBD
BAE in Early Childhood Education	13.1210	Education	FAMU, FGCU, FIU, FSU, UCF, UNF, USF T, USF SM	TBD	TBD	TBD



BS in Coastal and Port Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF T	TBD	TBD	TBD
BS in Biomedical Engineering	14.1901	STEM	Under 14.0501: FGCU, FIU, UF	TBD	TBD	TBD
BS in Materials Engineering	14.1901	STEM	Under: 14.1801: UF	TBD	TBD	TBD
BS in Exercise Physiology	31.0505	STEM	FAU & FGCU	No	HC: 120 FTE: 90	TBD
BS in Behavioral Neuroscience	42.2706	STEM	FAU	TBD	TBD	TBD
BFA in Graphic Design & Digital Media	50.0409	Gap Analysis	FAMU, UF, USF SP	No	TBD	TBD
BS in Medical Lab Sciences	51.1005	Health	FGCU, UCF, USF T, UWF	DL & face-to-face	TBD	TBD
BA in Community Leadership	TBD	---	None	No	TBD	TBD
BS in Business Analytics	52.1301	STEM	UF	TBD	TBD	TBD

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

MS in Construction Management	15.1001	STEM	FIU, UF	TBD	TBD	TBD
MS in Applied Behavior Analysis	42.2814	---	None	DL & face-to-face	TBD	TBD
MA in Sport Management	31.0504	---	FAMU, FSU, UCF, UF, USF T	TBD	TBD	TBD
MLSCM in Logistics & Supply Chain Management	52.0203	STEM	None	TBD	TBD	TBD
MEd in Teaching English to Speakers of Other Language	13.1401	Education	FAU, UCF	TBD	TBD	TBD
MA in Deaf Education	13.1003	Education	None	Yes	TBD	TBD
MA in Early Childhood Educational Leadership	13.0408	---	None	Yes	TBD	TBD
MS in Business Analytics	52.1301	STEM	None	TBD	TBD	TBD
Masters of Physician Assistant	51.0912	Health	FIU, UF, USF T	TBD	TBD	TBD

DOCTORAL PROGRAMS

DHA in Health Administration	51.0701	Health	UF	TBD	TBD	TBD
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STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	43%	41%	49%	49%	49%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$16,490	\$16,930	\$18,090	\$19,850	\$20,520
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	8.5%	8.8%	7.5%	4.8%	4.7%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,590	\$1,200	\$9,664	\$1,036	\$2,808	\$21,298
AT HOME	\$6,590	\$1,200	\$2,892	\$1,026	\$2,808	\$14,516

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	1,614	31%	\$11,080	(\$3,281)	\$9,041	\$4,277
\$40,000-\$59,999	620	12%	\$13,273	(\$1,151)	\$6,925	\$4,151
\$60,000-\$79,999	506	10%	\$15,364	\$1,081	\$4,708	\$4,825
\$80,000-\$99,999	437	9%	\$16,812	\$2,527	\$3,212	\$5,238
\$100,000 Above	1,297	26%	\$17,488	\$2,985	\$2,764	\$4,653
Not Reported	653	13%	\$14,567	\$2,128	\$3,404	\$271
TOTAL	5,127	100%	AVERAGE \$12,033	\$176	\$5,555	\$3,983

Notes: This data only represents Fall and Spring financial aid data and is accurate as of May 08, 2016. Please note that small changes to Spring 2016 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 91.5	\$ 96.8
Tuition	\$ 67.0	\$ 64.8
SUBTOTAL	\$ 158.5	\$ 161.6
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 48.9	\$ 48.9
Contracts & Grants	\$ 10.2	\$ 10.2
Local Funds	\$ 59.1	\$ 59.1
Faculty Practice Plans	\$ 0	\$ 0

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University:							
Undergraduate Students	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	37.63	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63
Total Base Tuition & Differential per Credit Hour	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47
Health	\$10.16	\$10.25	\$10.25	\$10.10	\$10.10	\$10.10	\$10.10
Athletic	\$17.83	\$18.83	\$19.12	\$19.27	\$19.27	\$19.27	\$19.27
Transportation Access	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$69.05	\$70.14	\$70.43	\$70.43	\$70.43	\$70.43	\$70.43
Total Tuition and Fees per Credit Hour	\$211.75	\$212.84	\$213.13	\$213.13	\$213.13	\$213.13	\$213.13
% Change		0.5%	0.1%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00
Total Fees for 30 Credit Hours	\$2,071.50	\$2,104.20	\$2,112.90	\$2,112.90	\$2,112.90	\$2,112.90	\$2,112.90
Total Tuition and Fees for 30 Credit Hours	\$6,352.50	\$6,385.20	\$6,393.90	\$6,393.90	\$6,393.90	\$6,393.90	\$6,393.90
\$ Change		\$32.70	\$8.70	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.5%	0.1%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27
Out-of-State Undergraduate Student Financial Aid ³	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11
Total per credit hour	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10
Total Fees for 30 Credit Hours	\$2,914.80	\$2,947.50	\$2,956.20	\$2,956.20	\$2,956.20	\$2,956.20	\$2,956.20
Total Tuition and Fees for 30 Credit Hours	\$20,913.90	\$20,946.60	\$20,955.30	\$20,955.30	\$20,955.30	\$20,955.30	\$20,955.30
\$ Change		\$32.70	\$8.70	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$9,264.32	\$9,542.27	\$9,637.67	\$8,696.00	\$8,782.96	\$8,870.79	\$8,959.50
\$ Change		\$277.95	\$95.40	-\$941.67	\$86.96	\$87.83	\$88.71
% Change		3.0%	1.0%	-9.8%	1.0%	1.0%	1.0%

¹ can be no more than 5% of tuition.³ can be no more than 5% of tuition and the out-of-state fee.² as approved by the Board of Governors.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Percent of SUS undergraduate FTE enrollments in online courses – Pending Approval

This metric is based on the percentage of undergraduate credit hours generated through course classified as having at least 80% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.



Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION Methodology FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCasper database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

USF System 2016 Work Plan



University of South Florida System
University Work Plan Presentation
for Board of Governors June 2016 Meeting

BOT APPROVED 6/2/2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of South Florida System, which includes USF (in Tampa), USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives that prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities across the Tampa Bay region for mutual benefits.

VISION STATEMENT (What do you aspire to?)

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff and students, and for transforming the communities it serves.

STATEMENT OF STRATEGY (How will you get there?)

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

The institutions of the USF System develop missions and strategic plans that best fit the communities they serve while also working together to achieve synergies and economies of scale. Under the leadership of the USF Board of Trustees the USF System embraces accountability, relying on a detailed dashboard to track key metrics such as graduation rates, retention rates, research support and faculty awards that are also key components of the Board of Governors' Strategic Plan, including performance-based funding metrics. Engaging in partnerships represents another important strategy; USF and USF St. Petersburg are both recognized by the Carnegie Foundation as community engaged universities. Achieving this recognition at USF Sarasota-Manatee is a key goal of its next strategic plan.

USF, in Tampa, is classified by Carnegie as a doctoral research university, highest research activity, attracting students and faculty of the highest caliber from across the world. The institution is working hard to position itself for AAU eligibility and preeminence as it maintains a commitment to student success, entrepreneurship and innovation, and global engagement.

USF St. Petersburg has developed a new strategic plan for 2014-19, which focuses on developing a distinctive identity as a valued member of the USF System, promoting faculty excellence, student success, strategic partnerships, and sustainable funding and infrastructure. The institution is now in the midst of a comprehensive implementation plan, working to bring those goals to life while maintaining positive momentum on key performance-funding metrics.

USF Sarasota-Manatee is also working toward goals as part of its strategic plan for 2015-2020. This plan focuses on enhancing student success, campus life, intentional enrollment management, high-quality teaching, community engagement and building a base of sustainable resources – all goals that will in turn help bolster the USF System's collective strengths. One such example of this is a burgeoning new partnership between USF and USF Sarasota-Manatee in engineering, where USF Sarasota-Manatee students will complete two years of pre-engineering course work on their home campus, complete an AA certificate and then transfer to the USF campus in Tampa to obtain a baccalaureate in engineering.

The USF System will seek out more of these types of programmatic partnerships among its separately accredited member institutions where it makes sense in order to serve workforce needs across the Tampa Bay region without unnecessary duplication.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The core capabilities of the USF System represent the varied strengths of its three complementary member institutions. They include: high-impact scholarship; excellence in teaching and learning; an entrepreneurial spirit, partnerships; a focus on accountability and data-driven decision making; and community engagement. All three institutions are dedicated to student success, and students in the USF System benefit from having an array of course options across Tampa Bay. Programs hosted at one System institution are available to all USF System students.

The challenges for USF include maintaining momentum in student success and institutional quality with limited resources, as the university is working to increase budgetary efficiencies and hold down costs for students. Despite any challenges, the USF System is once again a top performer in the BOG's performance funding model and is looking forward to returning those new funds into key areas that will continue to enhance quality.

USF St. Petersburg and USF Sarasota-Manatee pride themselves on offering students an intimate campus experience and a high level of student-faculty interaction. At the same time, they benefit from associations, efficiencies of shared resources and opportunities for collaboration. Both are developing successful STEM programs that address local and statewide workforce needs and play an important role in regional economic development. At USFSP, challenges include growing needs for teaching and laboratory space as STEM programs prosper and enhancing student success to improve graduation and retention rates. For USFSM, the primary challenge is exploring ways to enhance the campus-life experience as it builds its lower-division student population.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Continue to enhance student success to maintain momentum as a top performer in the Board of Governors performance-funding model:

Each of the USF System institutions is working toward continuous improvement in graduation and retention rates, as well as connecting students with post-graduation employment opportunities. This goal is fueled by USF System's commitment to undergraduate research and its cultivation of a global curriculum; USFSP's focus on innovative retention strategies; and USFSM's efforts to enhance its campus environment and career prep services.

2. Enhance academic program quality that prepares students for jobs:

Students who graduate from the USF System should not only graduate on time, but also well prepared for leadership jobs in the workforce. Academic quality must go hand-in-hand with all of our student success initiatives. This is being accomplished through strategic hiring of high-quality, productive faculty; support for interdisciplinary programs that expose students to critical problems of today's world and innovative solutions; and development of partnerships across the USF System and in the larger Tampa Bay community – notably in STEM fields.

3. Increase efficiencies and responsible financial practices:

Across the USF System, financial resources are more precious than ever. As a continual top performer in the Board of Governors' performance-funding model, it is vital that we continue to put our investments to good use to further improve in those key metrics. The USF System is now revisiting its own shared services among its three member institutions, with the goal of increasing efficiencies and further streamlining business services. The USF System will also continue to practice transparent budgeting and maintain its commitment to keeping costs down for students as we maximize investments in areas that support their success.



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PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	65.3% 2012-13	66.8% 2013-14	66.8% 2014-15	69.9% 2015-16	71.9% 2016-17	74.0% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$35,200 2012-13	\$36,300 2013-14	\$36,333 2014-15	\$36,767 2015-16	\$37,400 2016-17	\$37,933 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$25,490 2010-14	\$26,990 2011-15	\$26,990 2012-16	\$26,990 2013-17	\$26,990 2014-18	\$26,990 2015-19
FTIC 6 year Graduation Rate * <i>for full- and part-time students</i>	66.1% 2008-14	67.8% 2009-15	66.7% 2010-16	69.6% 2011-17	70.9% 2012-18	73.5% 2013-19
Academic Progress Rate * <i>FTIC 2 year Retention Rate with GPA>2</i>	85.3% 2013-14	85.1% 2014-15	85.6% 2015-16	86.9% 2016-17	87.9% 2017-18	89.4% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	51.0% 2013-14	54.6% 2014-15	54.8% 2015-16	54.8% 2016-17	54.9% 2017-18	55.1% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	42.1% Fall 2013	41.6% Fall 2014	40.0% Fall 2015	40.1% Fall 2016	40.1% Fall 2017	40.1% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	69.0% 2013-14	72.7% 2014-15	74.0% 2015-16	73.8% 2016-17	73.6% 2017-18	73.2% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	63.9% 2013-14	65.8% 2014-15	68.1% 2015-16	70.6% 2016-17	73.0% 2017-18	75.4% 2018-19
UBOT METRIC: Number of Post-doctoral Appointees	289 Fall 2012	321 Fall 2013	298 Fall 2014	282 Fall 2015	290 Fall 2016	297 Fall 2017

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

*USF System data reflect the swirl among the USF System institutions (USF, USFSP, USFSM)



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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

USF-TAMPA CAMPUS ONLY

	BENCH- MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	4.1 1223 Fall 2015	4.0 1220 Fall 2016	4.05 1222 Fall 2017	4.075 1224 Fall 2018	4.10 1226 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	4 2016	5 2017	5 2018	5 2019	5 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	88% 2014-15	90% 2015-16	91% 2016-17	92% 2017-18	93% 2018-19
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	68% 2009-15	66.5% 2010-16	70.0% 2011-17	72.0% 2012-18	74.0% 2013-19
National Academy Memberships	6	8 2016	9 2017	10 2018	10 2019	10 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$420 2014-15	\$421 2015-16	\$427 2016-17	\$434 2017-18	\$440 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$229 2014-15	\$230 2015-16	\$233 2016-17	\$237 2017-18	\$241 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 in 5 of 8 disciplines	7 2013-14	7 2014-15	8 2015-16	8 2016-17	8 2017-18
Patents Awarded <i>over 3 year period</i>	100	297 2013-15	291 2014-16	273 2015-17	276 2016-18	279 2017-19
Doctoral Degrees Awarded Annually	400	601 2014-15	645 2015-16	650 2016-17	655 2017-18	660 2018-19
Number of Post-Doctoral Appointees	200	289 Fall 2012	321 Fall 2013	298 Fall 2014	277 Fall 2015	285 Fall 2016
Endowment Size (\$M)	\$500 M	\$417 2014-15	\$395 2015-16	\$412 2016-17	\$432 2017-18	\$448 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		9	10	11	11	11

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	28.0% Fall 2014	30.0% Fall 2015	30.4% Fall 2016	30.6% Fall 2017	31.6% Fall 2018	31.9% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	3 of 5 2013-14	5 of 5 2014-15	6 of 6 2015-16	6 of 6 2016-17	6 of 6 2017-18	6 of 6 2018-19
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	4.7 2013-14	4.5 2014-15	4.5 2015-16	4.3 2016-17	4.3 2017-18	4.2 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	43.0% 2010-14	48.0% 2011-15	50.4% 2012-16	53.4% 2013-17	55.8% 2014-18	57.9% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	9,390 2013-14	9,290 2014-15	9,081 2015-16	9,225 2016-17	9,358 2017-18	9,492 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	3,401 2013-14	3,773 2014-15	3,877 2015-16	3,954 2016-17	4,035 2017-18	4,092 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	27.6% 2013-14	29.5% 2014-15	29.6% 2015-16	29.7% 2016-17	30.0% 2017-18	31.0% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	24.0% Fall 2013	23.8% Fall 2014	22.9% Fall 2015	22.9% Fall 2016	21.8% Fall 2017	21.6% Fall 2018
12. Percent of Undergraduate FTE in Distance Learning Courses	23.0% 2013-14	26.0% 2014-15	27.5% 2015-16	28.2% 2016-17	28.9% 2017-18	29.6% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	34.0% 2013-14	39.0% 2014-15	40.5% 2015-16	41.3% 2016-17	42.5% 2017-18	43.5% 2018-19
18. Percent of Graduate Degrees in STEM & Health	52.0% 2013-14	57.0% 2014-15	59.6% 2015-16	60.5% 2016-17	61.5% 2017-18	62.5% 2018-19
IMPROVING METRICS		10 of 11	9 of 11	9 of 11	9 of 11	10 of 11



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KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. Faculty Awards	7 2012	8 2013	7 2014	8 2015	9 2016	10 2017
22. Total Research Expenditures (\$M)	\$497 2013-14	\$494 2014-15	\$495 2015-16	\$510 2016-17	\$525 2017-18	\$541 2018-19
23. Research Expenditures Funded from External Sources	60% 2013-14	55% 2014-15	56% 2015-16	57% 2016-17	58% 2017-18	59% 2018-19
25. Licenses/Options Executed	75 2012-13	91 2013-14	119 2014-15	120 2015-16	121 2016-17	122 2017-18
26. Number of Start-up Companies Created	11 2013-14	11 2014-15	8 2015-16	9 2016-17	10 2017-18	11 2018-19
IMPROVING METRICS		2 of 5	3 of 5	5 of 5	5 of 5	5 of 5

Institution Specific Goals (optional)

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

See Individual USF Institution Work Plans



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	17,214	17,376	17,703	17,887	18,119	18,379	18,497
AA Transfers ¹	11,056	10,737	10,603	10,559	10,724	10,916	11,134
Other ²	7,738	7,693	7,683	7,934	7,909	7,879	7,776
Subtotal	36,008	35,806	35,989	36,380	36,752	37,173	37,406
GRADUATE³							
Master's	6,806	6,950	7,160	7,253	7,379	7,507	7,639
Research Doctoral	2,294	2,226	2,229	2,232	2,235	2,238	2,241
Professional Doctoral	1,220	1,379	1,309	1,239	1,241	1,244	1,246
Subtotal	10,320	10,555	10,698	10,724	10,855	10,989	11,126
UNCLASSIFIED							
H.S. Dual Enrolled	46	16	25	41	57	80	113
Other ⁴	1,941	2,201	2,272	2,282	2,333	2,385	2,438
Subtotal	1,987	2,217	2,297	2,323	2,390	2,465	2,551
TOTAL	48,315	48,578	48,984	49,426	49,997	50,628	51,083

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	7,804	7,867	8,745	9,413	9,725	10,047	10,381
Hybrid (50-79%)	670	580	522	235	237	240	242
Traditional (0-50%)	25,807	25,396	24,414	24,520	24,510	24,476	24,441
Subtotal	34,281	33,843	33,680	34,168	34,472	34,763	35,064
GRADUATE							
Distance (80-100%)	1,747	1,825	2,051	2,105	2,171	2,240	2,310
Hybrid (50-79%)	215	233	204	68	69	69	70
Traditional (0-50%)	6,006	6,223	6,301	6,504	6,613	6,718	6,825
Subtotal	7,968	8,282	8,555	8,677	8,853	9,027	9,205

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



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ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	11,625	11,724	11,824	11,926	12,032	12,141	12,253	12,368	0.9%
UPPER	18,632	18,496	18,665	18,839	19,020	19,206	19,400	19,600	1.0%
GRAD I	4,505	4,371	4,462	4,556	4,652	4,750	4,851	4,954	2.1%
GRAD II	1,258	1,155	1,175	1,196	1,218	1,240	1,262	1,285	1.8%
TOTAL	36,019	35,745	36,126	36,518	36,922	37,337	37,766	38,208	1.1%
NON RESIDENT									
LOWER	1,181	1,424	1,431	1,438	1,444	1,451	1,459	1,466	0.5%
UPPER	1,175	1,460	1,468	1,477	1,486	1,495	1,504	1,514	0.6%
GRAD I	1,226	1,473	1,501	1,529	1,557	1,586	1,615	1,645	1.9%
GRAD II	877	926	942	959	976	994	1,012	1,030	1.8%
TOTAL	4,459	5,283	5,342	5,402	5,463	5,526	5,590	5,655	1.1%
TOTAL									
LOWER	12,806	13,149	13,268	13,390	13,506	13,592	13,711	13,834	0.8%
UPPER	19,806	19,956	20,157	20,341	20,529	20,701	20,904	21,114	0.9%
GRAD I	5,733	5,845	5,964	6,086	6,210	6,337	6,468	6,601	2.0%
GRAD II	2,133	2,079	2,116	2,154	2,193	2,232	2,272	2,313	1.8%
TOTAL	40,478	41,029	41,505	41,971	42,438	42,863	43,356	43,863	1.1%
NOT STATE FUNDABLE									
LOWER	613	631	634	616	609	602	595	588	-1.5%
UPPER	455	433	422	426	429	433	438	441	0.9%
GRAD I	665	693	705	717	731	745	758	772	1.8%
GRAD II	24	58	59	60	61	62	63	65	2.0%
TOTAL	1,757	1,815	1,820	1,818	1,830	1,843	1,854	1,866	0.5%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	438	430	415	415	413	406	406	406	-0.4%
NON-RESIDENT	53	74	74	74	74	74	74	74	0.0%
TOTAL	491	504	489	489	487	480	480	480	-0.4%



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ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP	FSU	25%	580	Fall 2016

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

MS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP	FSU, UNF	0%	68	Spring 2017
MS Conservation Biology (USFSP)	26.1307	STEM	UCF	0%	30	Spring 2017

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						
OTD Occupational Therapy (USF)	51.2306	HEALTH	-	0%	80	TBD
PhD Pharmacy (USF)	51.2099	STEM	FAMU, UF	30%	5	TBD



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	53%	57%	59%	59%	59%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$21,780	\$22,620	\$22,720	\$22,610	\$22,650
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	10.1%	9.8%	7.5%	5.4%	5.2%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

See Individual USF Institution Work Plans

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	6,482	33%	\$11,308	-\$3,050	\$8,832	\$4,012	
\$40,000-\$59,999	2,313	12%	\$13,275	-\$968	\$6,779	\$3,760	
\$60,000-\$79,999	1,769	9%	\$15,448	\$1,416	\$4,507	\$4,458	
\$80,000-\$99,999	1,503	8%	\$16,477	\$2,588	\$3,364	\$4,781	
\$100,000 Above	4,413	22%	\$16,626	\$2,591	\$3,392	\$3,943	
Not Reported	3,103	16%	n/a	\$3,398	\$2,515	\$134	
TOTAL	19,583	100%	AVERAGE	\$13,925*	\$328	\$5,552	\$3,452

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2016 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



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UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 278.2	\$ 293.6
Tuition	\$ 193.1	\$ 200.3
Subtotal	\$ 471.2	\$ 493.9
Health-Science Center / Medical Schools		
State Funds	\$ 74.7	\$ 74.2
Tuition	\$ 50.6	\$ 57.7
SUBTOTAL	\$ 125.2	\$ 131.9
E&G TOTAL	\$ 596.5	\$ 625.7
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 204.2	\$ 246.1
Contracts & Grants	\$ 281.3	\$ 389.2
Local Funds	\$ 435.0	\$ 482.7
Faculty Practice Plans	\$ 229.2	\$ 245.9

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



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UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

See Individual USF Institution Work Plans



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Number of Postdoctoral Appointees

USF

This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar.

Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.



Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION Methodology FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCasper database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

University of South Florida Emerging Preeminence Plan: A 5-Year Plan for National Excellence

Vision

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

University of South Florida Strategic Plan, 2013-18

Background. In 2013, the Legislature and Governor Scott approved SB 1076¹, creating the Preeminent State Research Universities Program, specifying 12 benchmarks and providing added resources and benefits to those eligible universities who meet 11 out of those 12 benchmarks. In 2016, the program was expanded through HB 7029² with a second designation for “Emerging Preeminent State Research Universities” for those institutions that meet six of the 12 preeminence benchmarks.

Meeting nine preeminence benchmarks (see Table 1) the University of South Florida (USF), a Carnegie-classified Doctoral Research University, Highest Research Activity³, now qualifies for the Emerging Preeminent designation from the State University System’s Board of Governors (SUS BOG). Investments granted to USF through this program will target areas that will most effectively and efficiently position the university to reach the full preeminent designation, advance its sharply focused 2013-18 Strategic Plan vision for student success and further development of a research profile consistent with eligibility for membership in the Association of American Universities (AAU)⁴. USF strives to become a Top 50 national university.

Through this Emerging Preeminence plan, USF will:

- Raise its stature among the nation’s top public research universities,
- Enhance research productivity,
- Make greater contributions to the national and global prominence of the State of Florida and SUS, and
- Support innovation and economic development in the Tampa Bay region and the State of Florida.

Quality Indicators. The foundation of USF’s strategy is accountability, guided by its 2013-18 Strategic Plan and the BOG’s 2025 Strategic Plan. The USF Board of Trustees and university leadership consistently track progress towards meeting AAU membership eligibility, the SUS preeminence designation, and other contributions to the SUS strategic plan. Table 2 shows the 27 metrics most important to our emerging preeminence plan and to USF’s AAU aspirations.

Table 1. Preeminence Metrics from the 2016-17 BOG Work Plan.

	MEASURE	BENCHMARK	USF
A	Average GPA and SAT Score for 2 subtests for incoming freshman in Fall semester	4.0 GPA 1200 SAT	4.1 GPA 1223 SAT
B	National Public University Ranking	Top 50 in 2 or more publications	4
C	Freshman Retention Rate (Full-time, FTIC)	≥ 90%	88%
D	6-year Graduation Rate (Full-time, FTIC)	≥ 70%	68%
E	National Academy Memberships	6	8
F	Total Annual Research Expenditures (Science & Engineering only)	≥ \$200 M	\$420
G	Total Annual Research Expenditures in Diversified Non-Medical Sciences (Science & Engineering only)	≥ \$150 M	\$229
H	National Ranking in Research Expenditures in at least 5 STEM disciplines as reported by NSF (includes public & private institutions)	5 in Top 100	7
I	Patents Awarded (over 3 year period)	≥ 100	297
J	Doctoral Degrees Awarded Annually includes Research Doctoral Degrees and Medical/Health Professional Doctoral Degrees	≥ 400	601
K	Number of Post-Doctoral Appointees	≥ 200	289
L	Endowment Size (\$M)	>\$500 M	\$417
NUMBER OF CRITERIA ABOVE THE BENCHMARK:			9

¹ <http://www.flsenate.gov/Session/Bill/2013/1076>

² <https://www.flsenate.gov/Session/Bill/2016/7029>

³ <http://carnegieclassifications.iu.edu/>

⁴ <http://www.aau.edu/>

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Table 2. Metrics tracked for National Excellence, SUS BOG Preeminence, & AAU Eligibility.

METRIC		SOURCE	BENCHMARK	2016 PERFORMANCE	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
A. Student Access									
				Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
1	Average GPA and SAT Score for incoming freshman in Fall semester	Preeminence	4.0 / 1200	4.1 / 1223	4.0 / 1220	4.05 / 1222	4.075 / 1224	4.10 / 1226	4.15 / 1228
				Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
2	Freshman in Top 10% of Graduating High School Class for incoming freshman in Fall semester*	AAU	31.5% (Fall 2014)	34%	35%	35%	36%	36%	37%
				Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3	Freshman Acceptance Rate for incoming freshman in Fall semester	SUS Research Institutions	51.7% (Fall 2014)	44.6%	44.5%	44.4%	44.3%	44.2%	44.1%
B. Student Success									
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4	Freshman Retention Rate (Full-time, FTIC)	Preeminence	90%	88%	90%	91%	92%	93%	94%
				2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
5	4-year Graduation Rate (Full- and Part-Time, FTIC)	SUS Research Institutions	40% (2011-15)	51%	54%	56%	58%	60%	62%
				2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
6	6-year Graduation Rate (Full-time, FTIC)	Preeminence	70%	68%	67%	70%	72%	74%	76%
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
7	Percent of Bachelor's Degrees Awarded in STEM and Health	SUS Research Institutions	34% (2014-15)	43.0%	44.3%	45.0%	46.0%	47.0%	48.0%
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
8	Percent of Graduate Degrees Awarded in STEM and Health	SUS Research Institutions	45% (2014-15)	61.0%	64.0%	65.0%	66.0%	67.0%	68.0%
C. Value									
				4/2016	4/2017	4/2018	4/2019	4/2020	4/2021
9	Public University National Ranking (in more than one national ranking)	Preeminence	2	4	5	5	5	5	5
D. Faculty Excellence									
				2016 (2015-16)	2017 (2016-17)	2018 (2017-18)	2019 (2018-19)	2020 (2019-20)	2021 (2019-20)
10	National Academy Memberships*	Preeminence	6	8	9	10	10	10	11
				2013	2014	2015	2016	2017	2018
11	Faculty Awards*	AAU	12 (2013)	8	7	8	9	10	12
				Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
12	Number of Post-Doctoral Appointees*	Preeminence	200	289	321	298	277	285	290
				Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
13	Number of PhDs on Non-Faculty Appointments*	AAU	150 (Fall 2013)	126	126	119	100	110	120
				Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2019
14	Student-to-Faculty Ratio	AAU	16 (Fall 2014)	24	23	22	21	20	19

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Table 2. Continued

METRIC		SOURCE	BENCHMARK	2016 PERFORMANCE	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
E. Research: Productivity									
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
15	Total Research Expenditures (\$M)*	AAU	\$386 (2012-13)	\$485	\$486	\$501	\$516	\$531	\$547
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
16	Federal Research Expenditures (\$M)	AAU	\$205 (2012-13)	\$218	\$219	\$222	\$226	\$229	\$232
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
17	Total Annual Research Expenditures (\$M) (Science & Engineering only)	Preeminence	\$200	\$420	\$421	\$427	\$434	\$440	\$447
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
18	Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering only)	Preeminence	\$150	\$229	\$230	\$233	\$237	\$241	\$244
				2013-14	2014-15	2015-16	2016-17	2018-19	2019-20
19	National Ranking in S.T.E.M. Research Expenditures (includes public & private institutions)	Preeminence	Top 100 in 5 of 8 disciplines	7	7	8	8	8	8
				2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
20	Total R&D Expenditures per Full-Time Tenured, Tenure-Earning Faculty Members	SUS Research Institutions	\$231,150 (2013-14)	\$484,763	\$491,000	\$486,000	\$501,000	\$516,000	\$531,000
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
21	Doctoral Degrees Awarded Annually*	Preeminence	400	601	645	650	655	660	665
				2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
22	Citation Impact	AAU	1.47 (2012-14)	1.59	1.60	1.62	1.64	1.65	1.67
F. Research: Innovation and Commercialization									
				2013-15	2014-16	2015-17	2016-18	2017-19	2018-19
23	Patents Awarded (over 3 year period)	Preeminence	100	297	291	273	276	279	282
				2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
24	Licenses/Options Executed*	AAU	47 (2012-13)	91	119	120	121	122	123
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
25	Number of Start-up Companies*	AAU	4 (2012-13)	11	8	9	10	11	12
G. Philanthropic Support									
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
26	Endowment (in Millions)	Preeminence	\$500	\$417	\$395	\$412	\$432	\$448	\$460
				2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
27	Gifts Received (\$1000s)	AAU	\$103,033 (2012-13)	\$59,903	\$65,000	\$70,000	\$75,000	\$80,000	\$85,000


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The metrics in Table 2 are grouped according to seven areas in which USF seeks to achieve national excellence: (1) student access; (2) student success; (3) value; (4) faculty excellence; (5) research productivity, (6) research innovation and commercialization; and, (7) philanthropic support. The preeminence metrics are highlighted in blue and the benchmark values are shown in the fourth column. While many preeminence benchmarks are important for AAU eligibility, as indicated with an asterisk, for those not benchmarked in preeminence, the value is based on the 25th percentile performance for the 34 U.S. public AAU institutions. The remaining metrics in Table 2 were selected as they contribute to the SUS BOG Strategic Plan goals and are often utilized in mathematical formulae for external ranking systems. For gauging our performance in the remaining metrics, we have calculated the most recently available average performance of the SUS designated research universities (i.e., FAMU, FAU, FIU, FSU, UCF, UF, and USF) as our benchmark value.

While USF will continue to balance its priorities to meet the performance goals for our 2013-18 Strategic Plan vision for AAU eligibility and all of the SUS BOG's 2025 Strategic Plan goals, the remainder of this discussion focuses on our plan to meet and sustain at least 11 of the 12 preeminence benchmarks through careful planning, strategic investments, disciplined execution and transparent accountability.

Critical to our current and planned performance for meeting preeminence is recruiting and retaining high quality, research productive faculty talent. The role of faculty in support of the preeminence goals is exemplified by consideration of *student-to-faculty ratio*, a metric that is often utilized in national rankings. As shown for Metric 9, to meet the preeminence benchmark for national rankings a university must be in the top 50 of at least two. USF is proud that it has risen into the top 50 of four rankings: *Kiplinger's Best Public College Value*, *Washington Monthly – National Universities*, *Times Higher Education World University Rankings*, and the *Center for Measuring University Performance (TARU)*. USF will strive to be in the top 50 of at least one more ranking in this planning period.

USF has invested heavily to improve its *student-to-faculty ratio* to achieve its current value of 24:1. However, this falls short of the 25th percentile benchmark derived from AAU public institutions of 16:1. While USF will continue to serve a large undergraduate population, even a small improvement in our *student-to-faculty ratio* will show a large return on investment, positively impacting several preeminence metrics including, but not limited to, *freshman retention rate*, *6-year graduation rate*, and the *number of doctoral degrees awarded annually*. USF currently meets the preeminence benchmark only for the last of these.

The *freshman retention rate* metric will be positively impacted by improving the *student-to-faculty ratio*. USF has made steady incremental progress for this goal, with current performance at 88%. We must, however, do a better job with student retention, not only to meet the preeminence benchmark of 90%, but because continuing their undergraduate education is a key element in students realizing their future dreams. We expect to reach this performance threshold by next year.

Linked to retention rates are the *4-year* and *6-year graduation rates*, the latter of which is a preeminence metric. USF has realized remarkable success in graduation rates under the stewardship of Dr. Judy Genshaft and her leadership team. For example, the *6-year graduation rate* for the 2004 cohort (graduating in 2010) was 51%, and our current performance (2009 cohort, graduating in 2015) is 68%. While we celebrate this 17 percentage point increase, we are not satisfied. We will continue our current pattern of strategic investments, particularly those realized

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through performance-based funding⁵, to support our current and future student success initiatives. Our present trajectory suggests that we will meet the preeminence benchmark of 70% with the 2011 cohort projected to graduate in 2017.

Students will always remain USF's primary *raison d'être*, a fact supported by USF's proven ability to attract a talented pool of undergraduate and graduate students. Indeed, USF meets the *Average GPA and SAT* score preeminence benchmark with a profile of 4.1 GPA and 1223 SAT for its current freshman class and continued gains are fully anticipated. While 34% of our talented fall freshmen graduated in the *top 10% of their High School Class*, placing us above the 25th percentile of public AAU institutions and contributing to the SUS BOG's Strategic Plan goal of 50% for the system, we must balance seeking high-achieving students with our commitment to providing access to a diversified pool of talented young men and women, many of whom are first-generation in college. Not only are many USF undergraduates the first in their families to achieve the dream of attending university, a significant number (40% in Fall 2015) are low-income PELL recipients. In order to provide adequate support for a talented and economically diverse student population, USF must strive to achieve the preeminence *Endowment Size* benchmark of \$500 million. Although we do not anticipate meeting this benchmark by 2021, we firmly believe that we will continue to see progress in achieving our philanthropic goals, particularly with the continued success of the USF *Unstoppable* campaign which is on target to meet its \$1 billion goal within the next year⁶. We remain proud of the fact that only two other public institutions founded after 1950 (the University of California – San Diego and the University of California – Irvine) have reached an endowment value higher than that of USF's (based on FY 2015 nationally published data⁷).

While USF's dedication to student success is unwavering, we believe that it is our proven commitment to research and innovation that differentiates us from so many other colleges and universities across Florida and the nation. This dedication is responsible for USF leading the SUS in *Total R&D Expenditures per Full-time Tenured and Tenure-Earning Faculty Members* (\$484,763 in FY2014) as reported in the BOG Annual Accountability Reports. Further, the commitment has resulted in USF's enviable recent trajectory in research related metrics, including meeting or exceeding performance benchmarks for the remaining preeminence metrics: *National Academy Members*; *Science & Engineering Research Expenditures*; *Non-Medical Science & Engineering Research Expenditures*; *National Ranking in S.T.E.M. Research Expenditures*, *Patents Awarded*, and the *Number of Post-Doctoral Appointees*. USF ranks 4th worldwide for organizations with the most Fellows of the American Association for the Advancement of Science (AAAS) named this year. USF is ranked 110th among all the world's universities in a ranking of faculty publications, according to *High Impact Universities* (2010). USF ranks 10th nationally and 13th among universities worldwide for U.S. patents granted in 2014, according to a report released by the National Academy of Inventors (NAI) and the Intellectual Property Owners Association (IPO). In 2015, USF was named an Innovation & Economic Prosperity University by the Association of Public and Land-grant Universities (APLU), in recognition of its strong commitment to economic engagement. These are no small achievements, yet we must continue to "raise our game", competing more successfully for external funding to support basic and applied work, together with exploring innovative pathways for taking important discoveries to the marketplace. In order for our research enterprise to flourish USF's leadership must build a sustainable plan to expand, equip and support state-of-the-art research space, and most importantly link our aims to improve *faculty-to-student ratio*, with strategic

⁵ http://www.flbog.edu/about/budget/performance_funding.php

⁶ http://unstoppable.usf.edu/fnd_web/default.aspx

⁷ <http://chronicle.com/article/Sortable-Table-College-and/235074>

USF: A 5-Year Benchmark Plan for National Excellence, June 2016

and laser-focused faculty recruitment, through careful stewardship of the emerging preeminence funding.

Solution: Strategic Faculty Hires. President Genshaft and her senior leadership team, including the Provost and the Senior Vice President for Health, will personally steward Emerging Preeminence funding by earmarking the State's investment for Strategic Faculty Hiring in key areas of research focus. The President and her senior team will serve as a selection committee to which Deans and Center directors can petition for recruitment support for pre-identified nationally and globally prominent faculty. Areas that are believed to offer the greatest reputational and scientific return on investment include:

- **Brain and Spinal Cord:** neuroscience, aging, hearing loss, Alzheimer's Disease, brain, prosthesis, neuromorphic computing, cognitive sciences, spinal cord injury prevention and mitigation;
- **Data Science:** including data analytics, financial data analysis, and electronic health record generation and security;
- **Heart:** basic, translational and clinical research, and cardiovascular disease-related care including integrated cell and organ physiology, pharmacology, nanotechnology and drug discovery, cardiac regeneration and surgery, molecular biology, genomics and personalized medicine, bioinformatics, and medical engineering;
- **Security:** cybersecurity, global security, spread and control of infectious diseases, and social networks;
- **Water:** purification, ocean ecology, marine and coastal issues, and sustainability; and
- **Research Translation:** the translation of research into products, processes, and policies that improve the human condition.

Future Steps. USF's commitment to strategic investment in targeted faculty hires will result in significant gains in our current 25th place National Science Foundation (NSF) ranking among public research universities for total research expenditures, while furthering student success. In addition, our plan supports the BOG's 2025 Strategic Plan goals for strengthening quality and reputation in teaching, research, and public service. The strategic faculty hires will allow us to foster research connectivity, collaboration, and entrepreneurial, problem-solving approaches to focus on complex issues where society needs innovation and change. We anticipate USF will meet 11 of the 12 preeminence metrics by 2018. Such an accomplishment will enhance the State of Florida's competitive position in the global marketplace and bring greater prominence to USF and the SUS.

Conclusion. Through thoughtful, metric-driven planning, USF has been successful in its relentless pursuit of excellence and enhanced performance. This strategy has led to our qualification for emerging preeminence status just a few years after the Florida Preeminence program was launched, and it will continue to drive our progress toward even higher gains in the years to come. The additional investments made available for this effort by our state leaders and supplemented with philanthropic support, will boost that progress exponentially, and we look forward to reporting back with more details of that inevitable success. USF is proud to work alongside the BOG, the Legislature and the Governor to provide the highest quality education to our tens of thousands of students, to enhance the national reputation of the State University System of Florida, and ultimately bolster the foundation of Florida's knowledge-based economy.

UWF

2016 - 2017 Work Plan



University of West Florida

*University Work Plan Presentation
for Board of Governors June 2016 Meeting*

APPROVED BY UWF BOARD OF TRUSTEES ON JUNE 15, 2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

VISION STATEMENT (What do you aspire to?)

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged community partner.

STATEMENT OF STRATEGY (How will you get there?)

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

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. UWF will manage growth strategically and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

2017 marks the University of West Florida's 50th anniversary. Over the last half century, UWF has evolved from a small upper division institution into a vibrant, distinctive, Doctoral Research University. In 2015, UWF was awarded the Carnegie Community Engagement Classification.

UWF's fifth president, Dr. Judith A. Bense, will retire at the end of 2016. To ensure a smooth leadership transition, the UWF Board of Trustees, the Presidential Search Committee, and search firm Greenwood Asher are in the process of narrowing the field of potential candidates with a plan to have the new president in place by fall of 2016.

UWF will focus on strategic priorities associated with improving performance on key indicators and increasing the University's visibility and reputation.

Actions taken to improve performance on key indicators include:

The consolidation of Advising, Retention, and Tutoring as well as General Education into University College. University College is dedicated to seeing all incoming students through to graduation.

UWF's Quality Enhancement Plan, Communication for Professional Success, represents UWF's commitment to improve learning and the learning environment through an intentional effort to enhance students' communication skills and professional readiness.

In March of 2016, UWF announced its first named college – the Hal Marcus College of Science and Engineering (HMCSE). With a mission to provide innovative programs of excellence in education, research, and public and professional service at both the undergraduate and graduate levels, HMCSE promotes the production of highly competitive graduates as judged by the highest academic standards in the fields of science, technology, engineering, and mathematics (STEM).

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. UWF will contribute to statewide economic development through innovative programming in STEM and healthcare disciplines by creating new academic degree programs to address shortages in critical, high-skill, high-wage areas of strategic emphasis.
2. UWF will invest in focused initiatives and high-impact practices (HIPs) that improve student engagement, learning, retention, and subsequent job placement and professional success in the global marketplace.
3. UWF will launch seven new degree programs beginning fall 2016 focusing on programs of strategic emphasis.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation	57.7% 2012-13	60.5% 2013-14	66% 2014-15	68% 2015-16	69% 2016-17	70% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	\$32,900 2012-13	\$34,900 2013-14	\$34,000 2014-15	\$34,500 2015-16	\$35,000 2016-17	\$35,000 2017-18
Cost per Bachelor's Degree Costs to the University	\$31,660 2010-14	\$31,830 2011-15	\$33,000 2012-16	\$33,000 2013-17	\$33,000 2014-18	\$32,500 2015-19
FTIC 6 year Graduation Rate for full- and part-time students	50.5% 2008-14	46.7% 2009-15	51% 2010-16	53% 2011-17	55% 2012-18	57% 2013-19
Academic Progress Rate FTIC 2 year Retention Rate with GPA>2	64.6% 2013-14	64.3% 2014-15	67% 2015-16	70% 2016-17	73% 2017-18	76% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	50.1% 2013-14	51.1% 2014-15	51% 2015-16	51% 2016-17	52% 2017-18	53% 2018-19
University Access Rate Percent of Fall Undergraduates with a Pell grant	40.5% Fall 2013	40.6% Fall 2014	41% Fall 2015	41% Fall 2016	41% Fall 2017	41% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	46.6% 2013-14	38.8% 2014-15	43.8% 2015-16	48% 2016-17	51% 2017-18	56% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	72.8% 2013-14	75.8% 2014-15	80% 2015-16	80% 2016-17	80% 2017-18	80% 2018-19
UBOT METRIC: Percent of Adult (Aged 25+) Undergraduates Enrolled	32.0% Fall 2013	30.9% Fall 2014	32% Fall 2015	32% Fall 2016	33% Fall 2017	34% Fall 2018

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	17% Fall 2014	14% Fall 2015	14% Fall 2016	14% Fall 2017	15% Fall 2018	16% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	1 of 1 2013-14	1 of 1 2014-15	1 of 1 2015-16	1 of 1 2016-17	1 of 1 2017-18	1 of 1 2018-19
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	4.7 2013-14	4.7 2014-15	4.6 2015-16	4.6 2016-17	4.6 2017-18	4.6 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	26% 2010-14	19% 2011-15	20% 2012-16	21% 2013-17	22% 2014-18	23% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	1,924 2013-14	1,926 2014-15	2,000 2015-16	2,010 2016-17	2,020 2017-18	2,030 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	674 2013-14	792 2014-15	790 2015-16	795 2016-17	800 2017-18	805 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	17% 2013-14	18% 2014-15	19% 2015-16	20% 2016-17	21% 2017-18	22% 2018-19
12. Percent of Undergraduate FTE in Online Courses	30% 2013-14	29% 2014-15	30% 2015-16	31% 2016-17	32% 2017-18	33% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	36% 2013-14	38% 2014-15	39% 2015-16	40% 2016-17	41% 2017-18	42% 2018-19
18. Percent of Graduate Degrees in STEM & Health	20% 2013-14	21% 2014-15	21% 2015-16	23% 2016-17	24% 2017-18	25% 2018-19
IMPROVING METRICS		5 of 10	6 of 10	7 of 10	8 of 10	8 of 10



KEY PERFORMANCE INDICATORS (continued)

Institution Specific Goals (optional)

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

Goal 1. *Improve student engagement and participation in "high-impact" learning experiences as measured on the National Survey of Student Engagement (NSSE).*

PLEASE NOTE: The structure and categories of subsections in the NSSE changed in 2013. Therefore, current results cannot be compared to those from earlier administrations. 2013 scores will be used for establishing the new baseline. The NSSE is administered every three years.

Goal 2. *Build a vibrant culture of scholarship and research that aligns with UWF's strengths and capacities and supports UWF's mission, vision, and values.*

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS	
Number of Enrolled Undergraduates Who Were 25 or Older (Fall)	3,188 (Fall 2014)	3,281 (Fall 2015)	3,279	3,480	3,549	3,619	
Bachelor's Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)	330 (2013-2014)	337 (2014-2015)	340	345	350	355	
Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)	Achieved		UWF completed documentation and submitted the application to Carnegie on April 15, 2014. The University was awarded Carnegie's Community Engagement Classification in January 2015.				
			2013-2014 BASELINE		2016-2017 GOALS		
NSSE Results (mean scores) on select "Engagement Indicators" subsections for seniors (Number of 10 subsections showing improvement over prior year)	NA		<u>Academic Challenge</u> Higher Order Learning: 42 Reflective and Integrative Learning: 39 Learning Strategies: 44 Quantitative Reasoning: 30 <u>Learning with Peers</u> Collaborative Learning: 30 Discussions with Diverse Others: 44 <u>Experiences with Faculty</u> Student-Faculty Interaction: 22 Effective Teaching Practices: 41 <u>Campus Environment</u> Quality of Interactions: 44 Supportive Environment: 33			Improve Mean Scores on 5 or More Engagement Indicators	



KEY PERFORMANCE INDICATORS (continued)

	2015 ACTUAL	2016 ACTUAL	2013-2014 BASELINE		2016-2017 GOALS	
NSSE Results (participation rates) on select “High-Impact Practices” subsections for seniors (Number of 6 subsections showing improvement over prior year)		NA	<u>Participation in High-Impact Practices</u> Learning Community: 19% Service-Learning: 54% Research with Faculty: 16% Internship or Field Experience: 42% Study Abroad: 5% Culminating Senior Experience: 29%		Improve Participation Rates in 3 or More High-Impact Practices	
	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Total Expenditures from Sponsored Research and Contracts and Grants	\$31M	\$30M Estimate	\$32M	\$37M	\$43M	\$50M
Number of Active Grants	116	130	140	154	169	187

Note: Awards and Expenditures are based on the National Science Foundation’s annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey (AUTM).



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	4,931	4,882	4,866	4,851	4,861	4,806	4,744
AA Transfers ¹	2,574	2,343	2,213	2,333	2,439	2,560	2,636
Other ²	2,250	2,465	2,708	2,777	2,860	2,946	3,034
Subtotal	9,755	9,690	9,787	9,961	10,160	10,312	10,414
GRADUATE³							
Master's	1,843	2,020	2,026	2,198	2,273	2,330	2,388
Research Doctoral	147	158	251	162	165	170	174
Professional Doctoral	0	0	0	0	0	0	0
Subtotal	1,990	2,178	2,277	2,360	2,438	2,500	2,562
UNCLASSIFIED							
H.S. Dual Enrolled	36	36	50	51	54	56	58
Other ⁴	826	723	694	710	710	710	710
Subtotal	862	759	744	761	764	766	768
TOTAL	12,607	12,627	12,808	13,082	13,362	13,578	13,744

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	2,581	2,544	2,434	2,399	2,287	2,184	2,089
Hybrid (50-79%)	1,095	1,308	250	259	259	260	261
Traditional (0-50%)	5,134	4,736	5,833	5,907	6,024	6,133	6,236
Subtotal	8,810	8,588	8,516	8,565	8,570	8,577	8,586
GRADUATE							
Distance (80-100%)	905	1,059	1,136	1,204	1,229	1,256	1,287
Hybrid (50-79%)	119	98	50	50	48	47	46
Traditional (0-50%)	407	393	447	434	424	417	413
Subtotal	1,430	1,550	1,633	1,688	1,701	1,720	1,746

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	2,950	2,957	2,957	2,957	2,956	2,956	2,956	2,956	0%
UPPER	4,199	4,249	4,199	4,149	4,100	4,051	4,003	3,956	-1%
GRAD I	719	699	666	634	604	576	548	522	-5%
GRAD II	49	57	51	46	42	38	34	30	-10%
TOTAL	7,917	7,962	7,873	7,786	7,702	7,621	7,541	7,464	-1%
NON RESIDENT									
LOWER	402	372	390	409	428	449	471	493	5%
UPPER	523	470	494	519	545	573	602	632	5%
GRAD I	262	250	258	267	276	285	295	305	3%
GRAD II	13	18	18	17	17	17	16	16	-2%
TOTAL	1,199	1,110	1,160	1,212	1,266	1,324	1,384	1,446	5%
TOTAL									
LOWER	3,351	3,329	3,347	3,366	3,384	3,405	3,427	3,449	1%
UPPER	4,721	4,719	4,693	4,668	4,645	4,624	4,605	4,588	0%
GRAD I	982	949	924	901	880	861	843	827	-2%
GRAD II	61	75	69	63	59	55	50	46	-8%
TOTAL	9,116	9,072	9,033	8,998	8,968	8,945	8,925	8,910	0%
NOT STATE FUNDABLE									
LOWER	85	78	78	78	79	79	79	79	0%
UPPER	358	439	452	465	478	492	507	521	3%
GRAD I	557	582	613	646	680	717	755	795	5%
GRAD II	33	82	95	110	127	147	170	197	16%
TOTAL	1,034	1,181	1,238	1,299	1,364	1,435	1,511	1,592	4%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Bachelor of General Studies	30.0000		FAU	No	30	2016
Biomedical Sciences	26.0102	STEM	FSU	No	297	2016
Mechanical Engineering	14.1901	STEM	FSU, FAMU, UF, UCF, USF, UNF, FIU, FAU	No	195	2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
GIS Administration	45.0702	STEM	FSU	Yes	40	2016
Social Work	51.1503	Healthcare	FAU, UNF	No	100	2016
Healthcare Administration	51.0701	Healthcare	FAMU, FAU, FIU, UF, UNF, USF	Yes	120	2016
Information Technology	11.0103	STEM	FSU, FIU, USF, FAU	Yes	90	2016



New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Public Health	51.2201	Healthcare	USF, UNF, FIU, FSU, UF	Yes	144	2017
Healthcare Admin	51.0701	Healthcare	FAU, FIU, UCF, UNF	Yes	151	2017
Sport Management	31.0504	-	FSU, UF, UNF	No	145	2017
Entrepreneurship/Small Business Management (BSBA)	52.0701	-	USF-SP	No	30	2017
Information Security Mgt (BSBA)	52.1299	STEM	UF (43.0106) FSU (43.0116)	No	30	2017
Human Resources Mgt	52.1001	Gap Analysis	FIU	Yes	30	2017
Kinesiology and Exercise Science	31.0505	STEM	FAU, FGCU	No	35	2017
Strategic Studies	28.0601	-	-	No	15	2018
Graphic Design	50.0409	Gap Analysis	FAMU, UF, USF-SP	No	25	2019
Civil Engineering	14.0801	STEM	FAMU, FAU, FSU, UF, FIU, USF, UCF	No	150-200	2019
Materials Science	40.1001	STEM	-	No	100	2019
Aviation Science	49.0101	STEM	-	Yes	75	2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Informatics	11.0104	STEM	-	No	75	2017
Family Practice Nurse	51.3805	Healthcare	FIU	Yes	50	2017
Physician Assistant	51.0912	Healthcare	UF, FAMU	Yes	50	2017
Human Resources Management	52.1001	Gap Analysis	FIU	Yes	50	2017
Public Administration (MPA)	44.0401	-	FAU, FGCU, FIU, FSU, UCF, UNF, USF-T	Yes	125	2018
Athletic Training	51.0913	Healthcare	FIU, USF-T	No	50	2019
Engineering	14.0101	STEM	FPU, USF-T	Yes	30-50	2019
Mental Health Counseling	51.1508	Healthcare	UF, UNF	No	30	2019
Epidemiology	26.1309	STEM	UF	Yes	50	2019
Environmental Health	51.2202	Healthcare	UF	Yes	100	2019
DOCTORAL PROGRAMS						
Instructional Technology (EdD)	13.0501	STEM	FSU	Yes	50	2018
Organizational Leadership (DPS)	52.0206	-	-	Yes	100	2018
Nursing Practice (DNP)	51.3818	Healthcare	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	Yes	10-12	2018
Intelligent Systems & Robotics (PhD)	11.0102	STEM	-	No	25	2018
Public Health (PhD)	51.2201	Healthcare	FAMU, FIU, UF, USF-T	Yes	30	2019



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	48%	52%	55%	56%	56%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$17,510	\$18,900	\$20,020	\$21,020	\$22,695
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	7.3%	10.6%	9.7%	7.5%	7.2%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,356	\$1,200	\$9,912	\$1,100	\$2,600	\$21,168
AT HOME	\$6,356	\$1,200	\$3,760	\$1,800	\$2,300	\$15,416

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	1,758	35.77%	\$13,349	(\$1,726)	\$7,304	\$4,679
\$40,000-\$59,999	527	10.72%	\$15,025	\$654	\$4,965	\$4,328
\$60,000-\$79,999	421	8.57%	\$17,295	\$3,119	\$2,497	\$4,369
\$80,000-\$99,999	375	7.63%	\$17,535	\$3,717	\$1,863	\$4,315
\$100,000 Above	916	18.64%	\$18,254	\$4,150	\$1,535	\$3,866
Not Reported	918	18.68%	n/a	\$4,497	\$1,109	\$164
TOTAL	4,915	100%	AVERAGE	\$15,502*	\$1,617	\$3,994

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 106.7	\$ 114.2
Tuition	\$ 44.7	\$ 45.8
Subtotal	\$ 151.4	\$ 160.0
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 23.6	\$ 23.2
Contracts & Grants	\$ 21.8	\$ 23.1
Local Funds	\$ 90.4	\$ 92.5
Faculty Practice Plans	\$ 0	\$ 0

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88
Total Base Tuition & Differential per Credit Hour	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$13.55	\$13.57	\$13.57	\$13.57	\$13.57	\$13.57	\$13.57
Health	\$7.48	\$7.52	\$7.52	\$7.52	\$7.52	\$7.52	\$7.52
Athletic	\$20.88	\$20.93	\$20.93	\$20.93	\$20.93	\$20.93	\$20.93
Transportation Access	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$67.92	\$68.03	\$68.03	\$68.03	\$68.03	\$68.03	\$68.03
Total Tuition and Fees per Credit Hour	\$211.87	\$211.98	\$211.98	\$211.98	\$211.98	\$211.98	\$211.98
% Change		0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50
Total Fees for 30 Credit Hours	\$2,037.60	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90
Total Tuition and Fees for 30 Credit Hours	\$6,356.10	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40
\$ Change		\$3.30	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid ³	\$20.45	\$25.70	\$25.70	\$25.70	\$25.70	\$25.70	\$25.70
Total per credit hour	\$429.39	\$434.64	\$434.64	\$434.64	\$434.64	\$434.64	\$434.64
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70
Total Fees for 30 Credit Hours	\$2,651.10	\$2,811.90	\$2,811.90	\$2,811.90	\$2,811.90	\$2,811.90	\$2,811.90
Total Tuition and Fees for 30 Credit Hours	\$19,237.80	\$19,398.60	\$19,398.60	\$19,398.60	\$19,398.60	\$19,398.60	\$19,398.60
\$ Change		\$160.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$8,852.00	\$9,324.00	\$9,488.00	\$9,580.00	\$9,850.00	\$10,128.00	\$10,412.00
\$ Change		\$472.00	\$164.00	\$92.00	\$270.00	\$278.00	\$284.00
% Change		5.3%	1.8%	1.0%	2.8%	2.8%	2.8%

¹ can be no more than 5% of tuition.² as approved by the Board of Governors.³ can be no more than 5% of tuition and the out-of-state fee.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Percentage of Adult Undergraduates Enrolled UWF

This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

6-year Graduation Rate (Full-time, FTIC)

Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf.



National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

FIU

2016 Work Plan



Florida International University

University Work Plan Presentation

for Board of Governors June 2016 Meeting

BOT APPROVED JUNE 2, 2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

STATEMENT OF STRATEGY (How will you get there?)

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

As Miami's first and only public research university, offering bachelor's, master's, and doctoral degrees, FIU is worlds ahead in its service to the academic and local community. Designated as a top-tier institution by the Carnegie Foundation, FIU emphasizes research as a major component in the university's mission.

For over four decades, FIU has positioned itself as one of South Florida's anchor institutions. We are dedicated to enriching the lives of the local and global community. With a student body of nearly 54,000, we are among the 10 largest universities in the nation and have collectively graduated more than 200,000 alumni, 115,000 of whom live and work in South Florida. FIU graduates more Hispanics than any other university in the nation.

In the FIU *Beyond Possible 2020* Strategic Plan, FIU determined that we need to increase the number of graduates by 20% by 2020 to meet the educated workforce needs of South Florida. Every year, FIU adds 2,000 students. By 2020, we project we will have 65,000 students.

FIU is a local and national solutions center. As one of the largest employers in South Florida, FIU plays a leadership role in our community competing, succeeding, and leading in the 21st century economy. We are a catalyst for innovation and entrepreneurship. FIU takes its responsibility to our community seriously and has invested in efforts to be responsive, effective and efficient, to support student success and economic development. FIU has taken action both in accepting a leadership role in a number of existing community and industry initiatives and in creating new strategies that are pivotal to the community's success. For example, this coming year President Mark B. Rosenberg has been asked to serve as Chair of the Greater Miami Chamber of Commerce, which serves as a social and economic engine guiding South Florida to be a global business and finance hub of the 21st Century. He also serves as the Chair of the Beacon Council's Academic Leaders Council, whose aim is to create an educational ecosystem that aligns with the business needs in order to ensure workers availability and the required set of skills. At a national level President Rosenberg chairs the National Academies of Sciences Committee on Developing Indicators for Undergraduate STEM Education. FIU's STEM Transformation Institute Director, Dr. Laird Kramer, also is recognized nationally and provides leadership through his appointment on the National Academies of Sciences Committee for Strengthening Research Experiences for Undergraduate STEM Students.



In the new Carnegie Basic Classification of universities, FIU joined the top tier of doctoral research universities in the U.S. with the designation of R1: Doctoral Universities – Highest Research Activity. With this designation, FIU is now one of the five universities in the State University System ranked in the top tier for research. As an R1 university, FIU is focused on achieving BOG Emerging Preeminence and, ultimately, Preeminence status. Significant progress has been made in several of the preeminence metrics and we expect to achieve emerging preeminence within the next few years. Below are data on several of the metrics:

- For FY 2014-15 FIU reported to the National Science Foundation (NSF) 117 postdoctoral fellows. That is a growth of 30% from the prior year.
- During the past three years FIU submitted 127 patent applications to the USPTO and in 2014-15 obtained 11 patents, the most in FIU's history in a single year.
- In 2014 FIU had four of eight NSF Science and Engineering (S&E) disciplines ranked in the top 100 nationally. We expect that when the 2015 report is made public by the NSF later this year that five disciplines will be in the top 100.
- Number of doctorates up from 414 in 2015 to 472 in 2016
- Total research expenditures up from \$133M in 2015 to \$163M in 2016
- Total S&E research expenditures up from \$107M in 2015 to \$125M in 2016

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

FIU is a beacon of hope and opportunity for our students and their families. We create impact through groundbreaking research, win-win partnerships with other anchor institutions, businesses and local governments, and the high quality education we provide our students. FIU leverages institutional priorities in the context of a dynamically growing community. We are a solutions center. Research and innovation are the driving engines of these efforts.

FIU is proud to be ranked by Forbes magazine as the second best Florida employer in this year's "America's Best Employers" list. FIU moved up 30 spots from being 64th on last year's list, and we are the highest ranking university in Florida this year. FIU is on this list because of the commitment to excellence that our faculty and staff members demonstrate on a daily basis, making our FIU a dynamic and desirable place to work.

FIU is a mirror of its community with a student body that represents the future of American public universities as global citizens. FIU also mirrors the entrepreneurial spirit of Miami so it is necessary not only to prepare generations of students to take good jobs but also to create their own companies. The combination of a diverse student body, entrepreneurial thinking, and a global city gives FIU a unique advantage to be a 21st century workforce-ready college graduate.

We take pride in our faculty and their students' achievements: our graduates are leaders in their fields. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can co-exist: our FIU Panthers embody this. Our graduates demand higher salaries than any of the other SUS graduates. We are ranked 17th by Washington Monthly for our engagement and contributions to our community through social mobility, research and service.

Our world-class faculty members are engaged in cutting-edge research, scholarships, and creative activity and are recognized nationally and internationally. Arif Sarwat, an assistant professor in Electrical and Computer Engineering received a National Science Foundation (NSF) CAREER award for his work on "Cyber Physical Solution for High Penetration Renewables in Smart Grid." The NSF also recognized



FIU with an award of \$6 million to build an integrated neuroimaging instrument to help understand normal and pathological brain mapping, led by professor Malek Adjouadi. The National Institutes of Health has recognized FIU through its \$12.7 million award as part of a multi-year national landmark study on substance use and adolescent brain development led by Raúl González, associate professor of psychology, and director of the Substance Use and HIV Neuropsychology Lab.

We are representative of our middle name. FIU has been awarded the 2016 Andrew Heiskell Award by the Institute of International Education (IIE). The award distinguishes our Global Learning for Global Citizenship initiative as a best practice for successful campus internationalization. Having been given to only 17 institutions to date, this award recognizes the individual and collective efforts of our faculty, staff, and students who have developed and continue to expand the many ways we provide global learning to all. FIU was also recognized by the U.S. Department of State as a top producer of Fulbright U.S. Scholars for 2015-2016 with six Fulbright Scholars in 2016.

FIU was asked to join the prestigious Ashoka University Changemaker Campus consortium. Ashoka U builds upon the mission of Ashoka, the world's largest network of social entrepreneurs, to further a culture of social innovation in higher education. FIU students have shown time and again they are ready to make a difference at home or abroad long before they graduate and now FIU has been recognized as a leader in fostering the opportunities that help its students impact the world.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1 Student Success: The Obama administration recognized FIU for providing an accessible, affordable education to lower-income students. The Department of Education report highlighted FIU as one of the top institutions in the nation that incorporates strategies to increase college access and ensure student success. FIU is providing the support needed for better student outcomes.

FIU continues to excel and deepen its commitment to ambitious and unprecedented student success goals. As a result, FIU has committed to UP:LIFT (University Paradigm: Learn, Interact, Facilitate, Transform). FIU UP:LIFT is an initiative to deploy state-of-the-art, evidence-based instruction, learning technologies, and advanced classroom assessment throughout critical gateway and STEM courses. The critical gateway courses are high enrollment, foundational courses that have been found to have high failure rates and/or are predictors of students leaving college. The state's economic prosperity drives us to target both the foundational and STEM courses. The initiative integrates FIU's two most impactful student success initiatives, the Graduation Success Initiative (GSI) and the STEM Transformation Institute, to create a new institution-wide paradigm for classroom instruction and student success.

UP:LIFT prepares faculty to implement the best instructional and assessment practices in their gateway and STEM courses to improve student success, graduation rates, and programmatic efficiencies so that FIU students develop real-world skills through timely, cost-effective programs. The initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation and startups as well as attract high-tech companies to South Florida.

FIU, UCF, and USF, the state's three largest metropolitan research universities, have partnered to create the Florida Consortium of Metropolitan Research Universities. To fuel the state's economy and increase the number of career-ready graduates in high-demand areas, members of the consortium are sharing



and creating best practices and innovative solutions, policies, and programs. Together, the Consortium has set out to graduate more students in high-demand areas and build a stronger workforce and increase the number of under-represented students graduating with the skills and credentials required by Florida's employers.

2 Preeminent Programs: FIU's goal is to be a Worlds Ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation, and education. FIU already has distinguished programs whose national rankings and research breakthroughs bring prestige to the university. These programs help our university serve our community, our state, our nation, and our world. Moreover, they provide opportunities for winning grants and support, provide focus for the Next Horizon capital campaign, and support student success.

Building preeminent programs and teams will strengthen FIU's capacity to provide high-quality teaching, engage in state-of-the-art research and creative activity, and collaborate with our local and global communities. We will design and chart our best future as a university by identifying and leveraging those FIU programs that will help us become a leading urban public research university in the 21st century.

FIU's drive toward preeminence will require recruitment of the highest quality faculty, graduate students, and postdoctoral fellows. As part of the *FIU Beyond Possible 2020* Strategic Plan, FIU is embarking on a Cluster Hiring Initiative which will dedicate replacement and new faculty lines into the university's preeminent programs. This initiative will be coordinated with StartUP FIU, our third key initiative, by recruiting faculty whose research has high potential for innovation and technology transfer.

This initiative will be the core of FIU's aspirations of research preeminence, and this also will include a focus on the growth of postdoctoral scholars and increased doctoral student recruitment and graduation. High quality research faculty is symbiotic with high quality postdoctoral scholars and graduate education.

3 StartUp FIU: StartUP FIU is a collaborative effort across the university that is a major component of FIU's coordinated research innovation and economic development program. This initiative is fundamental to FIU's continued growth in research and to the achievement of *FIU Beyond Possible 2020*'s research-related goals. The core mission of StartUP FIU is to foster a culture of innovation and entrepreneurship at FIU and beyond through collaboration and partnerships with existing institutional units and prospective partners. It will be a resource for students, faculty, and community members, including alumni, who are passionate about bringing their ideas to market or interested in mentoring or assisting startups get to the next level. Central to the mission of StartUP FIU is the goal of bringing together creative people by providing programming and facilities for collaboration, ideation, and incubation to obtain the right support in the innovation and entrepreneurial ecosystem within Miami.

StartUP FIU will facilitate and support student and faculty innovation efforts. This will include assisting in the various elements needed for patent application, as well as the steps needed to form new companies, such as determining the feasibility of a technology or concept, establishing business plans, and developing proof of concept and product market analyses. Companies created to move an FIU technology to market (AUTM criteria) will be critical to meeting our goals and to establishing a foundation for a future positive net revenue stream when the program matures. To establish this revenue stream we will seek Small Business Innovation Research (SBIR) and Small Business Technology Transfer Research (STTR) grants from federal agencies to support startup companies.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation	70.9% 2012-13	68.4% 2013-14	69.5% 2014-15	71% 2015-16	72.5% 2016-17	74% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	\$36,200 2012-13	\$36,900 2013-14	\$37,000 2014-15	\$37,500 2015-16	\$39,000 2016-17	\$40,000 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$25,470 2010-14	\$25,990 2011-15	\$26,100 2012-16	\$26,200 2013-17	\$26,300 2014-18	\$26,400 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	53.1% 2008-14	56.8% 2009-15	52% 2010-16	54% 2011-17	62% 2012-18	70% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	76.9% 2013-14	80.4% 2014-15	83% 2015-16	86% 2016-17	88% 2017-18	90% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	46.1% 2013-14	46.9% 2014-15	48% 2015-16	48% 2016-17	49% 2017-18	50% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	51.0% Fall 2013	50.5% Fall 2014	52% Fall 2015	53% Fall 2016	53% Fall 2017	53% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	52.4% 2013-14	54.1% 2014-15	56% 2015-16	58% 2016-17	60% 2017-18	60% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	67.6% 2013-14	68.9% 2014-15	71% 2015-16	74% 2016-17	78% 2017-18	80% 2018-19
UBOT METRIC: Bachelor's Degrees Awarded To Minorities	84.0% 2013-14	85.3% 2014-15	86% 2015-16	86% 2016-17	86% 2017-18	87% 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH- MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	3.9 1120 Fall 2015	3.96 1140 Fall 2016	3.99 1160 Fall 2017	4.0 1180 Fall 2018	4.0 1200 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	1 2016	1 2017	1 2018	1 2019	1 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	87% 2014-15	88% 2015-16	90% 2016-17	91% 2017-18	92% 2018-19
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	58% 2009-15	53.5% 2010-16	55.5% 2011-17	63.5% 2012-18	70% 2013-19
National Academy Memberships	6	1 2016	1 2017	2 2018	3 2019	6 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$125 2014-15	\$130 2015-16	\$138 2016-17	\$149 2017-18	\$163 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$116 2014-15	\$122 2015-16	\$129 2016-17	\$139 2017-18	\$151 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 in 5 of 8 disciplines	4 of 8 2013-14	5 of 8 2014-15	5 of 8 2015-16	5 of 8 2016-17	6 of 8 2017-18
Patents Awarded <i>over 3 year period</i>	100	11 2013-15	23 2014-16	34 2015-17	52 2016-18	75 2017-19
Doctoral Degrees Awarded Annually	400	327 2014-15	326 2015-16	337 2016-17	400 2017-18	420 2018-19
Number of Post-Doctoral Appointees	200	55 Fall 2012	49 Fall 2013	64 Fall 2014	74 Fall 2015	200 Fall 2016
Endowment Size (\$M)	\$500 M	\$179 2014-15	\$225 2015-16	\$250 2016-17	\$275 2017-18	\$275 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		0	1	2	3	8

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Freshmen in Top 10% of Graduating High School Class	21% Fall 2014	18% Fall 2015	19% Fall 2016	20% Fall 2017	21% Fall 2018	22% Fall 2019
Professional Licensure & Certification Exam Pass Rates Above Benchmarks	5 of 6 2013-14	3 of 6 2014-15	5 of 6 2015-16	6 of 6 2016-17	6 of 6 2017-18	6 of 6 2018-19
Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	5.4 2013-14	5.3 2014-15	4.5 2015-16	4.5 2016-17	4.4 2017-18	4.4 2018-19
Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	24% 2010-14	26% 2011-15	28% 2012-16	31% 2013-17	33% 2014-18	35% 2015-19
Bachelor's Degrees Awarded <i>First Majors Only</i>	8,067 2013-14	8,494 2014-15	8,600 2015-16	8,800 2016-17	8,900 2017-18	9,000 2018-19
Graduate Degrees Awarded <i>First Majors Only</i>	3,610 2013-14	3,684 2014-15	3,597 2015-16	3,596 2016-17	3,628 2017-18	3,638 2018-19
Percent Adult (Aged 25+) Undergraduates Enrolled	24% Fall 2013	24% Fall-2014	24% Fall-2015	24% Fall-2016	24% Fall-2017	24% Fall-2018
Percent of Undergraduate FTE in Online Courses	24% 2013-14	25% 2014-15	28% 2015-16	31% 2016-17	35% 2017-18	40% 2017-18
Percent of Bachelor's Degrees in STEM & Health	22% 2013-14	24% 2014-15	24% 2015-16	24.3% 2016-17	24.7% 2017-18	25% 2018-19
Percent of Graduate Degrees in STEM & Health	31% 2013-14	32% 2014-15	33% 2015-16	33.5% 2016-17	34% 2017-18	34.5% 2018-19
IMPROVING METRICS		7 of 10	7 of 10	7 of 10	8 of 10	7 of 10



KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Faculty Awards	8 2012	4 2013	8 2014	8 2015	8 2016	8 2017
Total Research Expenditures (\$M)	\$133 2013-14	\$163 2014-15	\$166 2015-16	\$173 2016-17	\$183 2017-18	\$200 2018-19
Research Expenditures Funded from External Sources	64% 2013-14	52% 2014-15	53% 2015-16	54% 2016-17	55% 2017-18	57% 2018-19
Licenses/Options Executed	3 2012-13	3 2013-14	2 2014-15	3 2015-16	4 2016-17	4 2017-18
Number of Start-up Companies Created	1 2013-14	2 2014-15	2 2015-16	3 2016-17	3 2017-18	4 2018-19
IMPROVING METRICS		2 of 5	3 of 5	4 of 5	3 of 5	3 of 5



Institution Specific Goals *(optional)*

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

	FIVE YEAR TREND	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric #1: Bachelor's Degrees Awarded to Minorities	35%	6,669 (2014-15)	6,802 (2015-16)	6,935 (2016-17)	7,068 (2017-18)	7,200 (2018-19)
Metric #2: Bachelor's Degrees in Areas of Strategic Emphasis	23%	4,250 2014-15	4,430 2015-16	4,533 2016-17	4,680 2017-18	4,829 2018-19
Metric #3: Graduate Degrees in Areas of Strategic Emphasis	25%	1,992 2014-15	2,079 2015-16	2,170 2016-17	2,262 2017-18	2,280 2018-19

Narrative Goals.

	FIVE YEAR TREND	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric: Increase Percent of Student Credits Hours on Hybrid and Online Education	7% (Online)	25% (Online)	30% (Online)	36% (Online)	39% (Online)	40% (Online)
	2% (Hybrid)	8% (Hybrid)	17% (Hybrid)	26% (Hybrid)	26% (Hybrid)	30% (Hybrid)
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Metric: Expand Internships	5%	4,986 2014-15	5,242 2014-15	5,495 2015-16	5,747 2016-17	6,000 2017-18



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	16,703	16,857	16,932	17,651	17,904	18,291	18,661
AA Transfers ¹	13,326	13,891	14,585	13,653	14,569	14,885	15,186
Other ²	8,188	8,333	8,714	9,240	9,052	9,248	9,435
Subtotal	38,217	39,081	40,231	40,544	41,525	42,424	43,282
GRADUATE³							
Master's	5,960	5,929	6,030	6,141	6,560	6,928	7,443
Research Doctoral	1,301	1,323	1,292	1,414	1,453	1,534	1,648
Professional Doctoral	1,056	1,115	1,138	1,155	1,217	1,285	1,381
Subtotal	8,317	8,367	8,460	8,710	9,230	9,748	10,472
UNCLASSIFIED							
H.S. Dual Enrolled	5,436	5,608	4,399	5,856	6,197	6,674	7,346
Other ⁴	1,010	1,043	968	1,377	1,037	1,037	1,037
Subtotal	6,446	6,651	5,367	7,233	7,234	7,711	8,383
TOTAL	52,980	54,099	54,058	56,487	57,989	59,883	62,137

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	7,104	8,396	9,192	10,226	11,460	14,018	15,559
Hybrid (50-79%)	545	689	1,457	4,382	6,494	10,124	10,372
Traditional (0-50%)	26,481	26,552	25,608	21,912	20,247	14,796	13,963
Subtotal	34,130	35,637	36,257	36,520	38,201	38,938	39,894
GRADUATE							
Distance (80-100%)	1,422	1,469	1,502	2,249	2,606	3,123	3,466
Hybrid (50-79%)	72	60	77	964	1,476	2,255	2,311
Traditional (0-50%)	6,453	6,438	6,437	4,819	4,603	3,296	3,110
Subtotal	7,946	7,967	8,015	8,032	8,685	8,674	8,887

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



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	12,395	12,130	11,295	12,582	12,890	13,241	13,763	13,996	4%
UPPER	20,263	20,652	22,475	22,234	22,780	23,400	24,323	24,733	2%
GRAD I	2,869	2,870	3,104	3,102	3,178	3,265	3,394	3,451	2%
GRAD II	1,237	1,197	1,264	1,298	1,330	1,366	1,420	1,444	3%
TOTAL	36,764	36,849	38,138	39,216	40,178	41,272	42,900	43,623	3%
NON RESIDENT									
LOWER	976	1,007	968	1,046	1,071	1,101	1,144	1,163	4%
UPPER	1,330	1,482	2,092	1,700	1,742	1,790	1,860	1,892	-2%
GRAD I	808	779	1,049	921	943	969	1,007	1,024	0%
GRAD II	671	682	714	730	748	768	798	812	3%
TOTAL	3,784	3,950	4,824	4,397	4,504	4,627	4,810	4,891	0%
TOTAL									
LOWER	13,371	13,137	12,263	13,624	13,959	14,339	14,904	15,155	4%
UPPER	21,593	22,134	24,567	23,941	24,529	25,196	26,190	26,632	2%
GRAD I	3,677	3,649	4,153	4,024	4,123	4,235	4,402	4,476	2%
GRAD II	1,907	1,879	1,978	2,023	2,072	2,129	2,213	2,250	3%
TOTAL	40,548	40,799	42,962	43,612	44,683	45,899	47,709	48,514	2%
NOT STATE FUNDABLE									
LOWER	558	584	534	589	603	620	644	655	4%
UPPER	735	665	837	784	803	825	857	872	1%
GRAD I	2,413	2,495	2,539	2,613	2,677	2,750	2,859	2,907	3%
GRAD II	18	9	15	15	15	16	16	16	2%
TOTAL	3,724	3,753	3,924	4,000	4,098	4,210	4,376	4,450	3%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	362	395	395	395	395	395	395	395	0%
NON-RESIDENT	78	85	85	85	85	85	85	85	0%
TOTAL	440	480	480	480	480	480	480	480	0%



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Digital Communication and Media	09.0702	STEM	FAU, FGCU FSU		550	3/2017
Public Relations, Advertising and Applied Communication	09.0900	Gap Analysis	FSU		1100	3/2017
Concrete Industry Management	15.1003	STEM	--		35	12/2016
Internet of Things	15.9999	STEM	--		150	3/2017
Public Health	51.2201	HEALTH	UF, USF		250	6/2017
Supply chain management (Logistics and Materials)	52.0203	STEM	FPU, UNF, UWF		240	1/2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Data Science	11.0199	STEM	UCF		60	3/2017
Supply chain management (Logistics and Materials)	52.0203	STEM	--		45	1/2017
DOCTORAL PROGRAMS						
Linguistics	16.0102	Global	UF		15	3/2017
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF_T		24	3/2017
Doctor of Business Administration -International	52.1101	Global	--		65	6/2016



New Programs for Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Anthropology	45.0201		FAU,FGCU, FSU, UF, UCF, USF_T,USF_SP, UNF, UWF		100	1/2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MA Marine Affairs	26.1302	STEM	--		30	6/2018
DOCTORAL PROGRAMS						
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T		400	8/2019



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	47%	46%	49%	48%	48%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$17,260	\$17,710	\$17,890	\$18,520	\$18,918
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	9.1%	10.5%	8.9%	6.8%	5.5%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,558	\$1,462	\$10,870	\$2,064	\$2,456	\$23,410
AT HOME	\$6,558	\$1,462	\$3,810	\$2,898	\$2,284	\$17,012

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	9,503	53%	\$13,508	\$ (66)	\$7,289	\$3,235
\$40,000-\$59,999	1,901	11%	\$15,465	\$2,625	\$4,732	\$3,246
\$60,000-\$79,999	1,113	6%	\$16,838	\$4,098	\$3,085	\$3,441
\$80,000-\$99,999	762	4%	\$17,161	\$4,721	\$2,738	\$3,336
\$100,000 Above	2,028	11%	\$17,219	\$4,890	\$2,437	\$2,767
Not Reported	2,753	15%	n/a	\$5,568	\$1,212	\$94
TOTAL	18,060	100%	AVERAGE \$16,038	\$3,639	\$3,582	\$2,687

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 214.5	\$ 230.1
Tuition	\$ 229.4	\$ 230.7
Subtotal	\$ 443.9	\$ 460.8
Health-Science Center / Medical Schools		
State Funds	\$ 30.9	\$ 31.4
Tuition	\$ 16.7	\$ 18.4
Subtotal	\$ 47.5	\$ 49.8
EDUCATION & GENERAL TOTAL	\$ 491.5	\$ 510.6
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 205.0	\$ 197.9
Contracts & Grants	\$ 125.6	\$ 120.4
Local Funds	\$ 203.1	\$ 212.5
Faculty Practice Plans	\$ 6.6	\$ 4.1

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida International University

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	\$52.29	\$52.29	\$52.29	\$52.29	\$52.29	\$52.29	\$52.29
Total Base Tuition & Differential per Credit Hour	\$157.36	\$157.36	\$157.36	\$157.36	\$157.36	\$157.36	\$157.36
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$12.87	\$12.87	\$14.85	\$14.85	\$14.85	\$14.85	\$14.85
Health							
Athletic	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10
Transportation Access							
Technology ³	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$46.23	\$46.23	\$48.21	\$48.21	\$48.21	\$48.21	\$48.21
Total Tuition and Fees per Credit Hour	\$203.59	\$203.59	\$205.57	\$205.57	\$205.57	\$205.57	\$205.57
% Change		0.0%	1.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health	\$93.69	\$93.69	\$93.69	\$93.69	\$93.69	\$93.69	\$93.69
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$192.69	\$192.69	\$192.69	\$192.69	\$192.69	\$192.69	\$192.69
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80
Total Fees for 30 Credit Hours	\$1,772.28	\$1,772.28	\$1,831.68	\$1,831.68	\$1,831.68	\$1,831.68	\$1,831.68
Total Tuition and Fees for 30 Credit Hours	\$6,493.08	\$6,493.08	\$6,552.48	\$6,552.48	\$6,552.48	\$6,552.48	\$6,552.48
\$ Change		\$0.00	\$59.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.9%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid ³	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40
Total Fees for 30 Credit Hours	\$2,362.71	\$2,362.71	\$2,422.11	\$2,422.11	\$2,422.11	\$2,422.11	\$2,422.11
Total Tuition and Fees for 30 Credit Hours	\$18,892.11	\$18,892.11	\$18,951.51	\$18,951.51	\$18,951.51	\$18,951.51	\$18,951.51
\$ Change		\$0.00	\$59.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.3%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$10,663	\$10,706	\$10,788	\$10,852	\$10,966	\$11,295	\$11,416
\$ Change		\$43.36	\$82.00	\$64.00	\$114.00	\$329.00	\$121.00
% Change		0.4%	0.8%	0.6%	1.1%	3.0%	1.1%

¹ can be no more than 5% of tuition.² as approved by the Board of Governors.³ can be no more than 5% of tuition and the out-of-state fee.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree

Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate

2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate

Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Bachelor's Degrees Awarded to Minorities FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

6-year Graduation Rate (Full-time, FTIC)

Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf.



National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

NCF

2016 Work Plan



New College of Florida
University Work Plan Presentation
for Board of Governors June 2016 Meeting

APPROVED BY NCF BOT 06-11-2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

New College seeks to evolve in ways that build on the strengths of our academic program, and that enable us to better serve our students and the state of Florida. It aspires to be the pre-eminent public residential arts and sciences college in the nation. In the context of a residential environment, it offers students a highly individualized program at the highest level of academic excellence. The College places equal value on intellectual rigor and exploration. It seeks to inculcate in students the timeless virtues of a liberal arts and sciences education while, at the same time, acquiring the skills to thrive in a rapidly evolving world. A New College education will propel graduates toward productive careers, post-graduate study, and lives that make the world a better place.

STATEMENT OF STRATEGY (How will you get there?)

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

New College is a selective liberal arts college, the small higher education category distinguished by the strength of its faculty and students, and the quality of the education its graduates receive. We seek to customize education at the level of the student, and expect our faculty members to be excellent teachers as well as active researchers, scholars, and artists within their disciplines. As a public college, New College offers the finest education anywhere at a strikingly affordable price. We are currently leading our higher education sector as the 4th ranked Public Liberal Arts College in the nation. The center of our market is Florida honors students who are deeply engaged learners. Our students are preparing for both graduate school and careers via a broad-based education in the sciences and humanities that expands their experience through exposure to diverse cultures beyond Florida. Our strategy is five-fold. First, we enhance academic excellence with rigorous offerings, low student/faculty ratio, and small classes where faculty and students interact intensively. Every student is required to complete a senior thesis or project. Second, we link liberal arts with the world of work through internships, career preparation and community service. Third, we support student success through seamless teamwork among academic and student affairs staff. Fourth, we leverage opportunities for our students by collaborating with other institutions, partnering with community members, and connecting students with alumni professional mentors. Fifth, we increase revenue through a focus on large donors, a renewed campaign, and a new external research funding initiative.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Our core strength emanates from our faculty, students, and our singular pedagogy that focuses on authentic learning, not the accumulation of grades and credit hours. Holding high standards for teaching and research, our faculty works with engaged honors students generating outsized results. Our affordable price provides this outstanding B.A. degree with well below average student debt. Students are immersed in real world learning through our strong Center for Engagement and Opportunity. However, despite our high national ranking, we are challenged by being labeled as a low-performer by the SUS performance metric system. Over the next three years, our greatest opportunities for improvement are in the areas of student life, quantitative literacy, external research funding, and collaboration with higher education partners. We will improve residential life, and increase resources for faculty research. Through the College Consortium of the Creative Coast, we are providing more academic choices and enhanced student life activities.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1 Retention of First-Year Students and Increasing Six Year Graduation Rates. The College's retention of first-year students has remained at 80-82% for the last several years and requires concentrated institutional effort for improvement. To help first-year students make strong academic connections we are expanding Navigating New College, our academic advising initiative. This includes additional advising resources, academic peer mentors, coordinated communications, and workshops for first year students as they plan independent study and their majors. We are piloting new pedagogy for introductory classes, and expanding support in writing and quantitative skills. We will replace the majority of our Student Affairs staff and we are creating a new position of Director of First Year Programming to strengthen the social connections among our first-year students. First year retention will, in turn, lift our six year graduation rates.

2 Connecting Liberal Arts and Employment. New College of Florida's Center for Engagement and Opportunity (CEO) created a strong foundation during its first two years of operation. During the 2015-2016 academic year, members of the CEO team interacted with 575 + students to help them define career goals, identify internships, create competitive applications for fellowships, and successfully transition to work or graduate school. The CEO will build on the strong reputation that has been created through internships (17% of the student body participated in internships AY 15-16) and careers (375 + open positions posted) and SuccessQuest, (a First Year student success pilot program in 2015-16) to expand engagement with first and second year students. By helping students identify and articulate their personal and professional goals early, they will be more likely to achieve academic and career success.

3 Strengthening STEM Outcomes and Quantitative Literacy. New College has long excelled in the natural sciences, and currently has the highest percentage of bachelor's degrees awarded in STEM in the SUS (27%). Our first cohort of Data Science MS students will graduate in 2017, and each graduating cohort will strengthen our partnerships with businesses and the reputation of our MS. The data science program also deepens our resources in undergraduate computer science and statistics, benefitting student researchers in both natural and social sciences and equipping them with valued job skills. Construction will begin soon on the new Heiser science wing, expanding laboratory, research and teaching spaces. New science facilities combined with our STEM initiative will increase the number of undergraduate STEM degrees. Meanwhile, we are formulating a new quantitative literacy initiative to embrace numeracy across the curriculum, including both gateway science classes and digital humanities.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	42.1% 2012-13	43.1% 2013-14	45.0% 2014-15	47.0% 2015-16	49.0% 2016-17	51.0% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$26,300 2012-13	\$24,800 2013-14	\$26,700 2014-15	\$26,900 2015-16	\$27,100 2016-17	\$27,300 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$76,720 2010-14	\$79,250 2011-15	\$82,250 2012-16	\$81,250 2013-17	\$80,250 2014-18	\$79,250 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	69.4% 2008-14	70.5% 2009-15	63.4% 2010-16	67.0% 2011-17	72.0% 2012-18	74.0% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	80.2% 2013-14	81.3% 2014-15	83.0% 2015-16	85.0% 2016-17	86.0% 2017-18	87.0% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	42.4% 2013-14	39.5% 2014-15	44.0% 2015-16	45.0% 2016-17	46.0% 2017-18	47.0% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	28.6% Fall 2013	30.0% Fall 2014	28.0% Fall 2015	30.0% Fall 2016	30.0% Fall 2017	31.0% Fall 2018
BOG METRIC: Freshman in top 10% of High School Graduating Class	41% Fall 2013	45% Fall 2014	43% Fall 2015	44% Fall 2016	45% Fall 2017	46% Fall 2018
BOG METRIC: Number of Top 50 Rankings in Select National Publications	5 2015	5 2016	5 2017	5 2018	5 2019	5 2020
UBOT METRIC: Percent of Undergraduate Seniors Participating in a Research Course	100% 2013-14	100% 2014-15	100% 2015-16	100% 2016-17	100% 2017-18	100% 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	3.9 2013-14	3.9 2014-15	3.8 2015-16	3.8 2016-17	3.8 2017-18	3.8 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	54% 2010-14	57% 2011-15	56% 2012-16	57% 2013-17	58% 2014-18	59% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	144 2013-14	177 2014-15	180 2015-16	185 2016-17	190 2017-18	195 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	0 2013-14	0 2014-15	0 2015-16	7 2016-17	15 2017-18	15 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	14% 2013-14	11% 2014-15	23% 2015-16	24% 2016-17	25% 2017-18	26% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	1% Fall 2013	1% Fall 2014	1% 2015-16	1% 2016-17	1% 2017-18	1% 2018-19
12. Percent of Undergraduate FTE in Online Courses	0% 2013-14	0% 2014-15	0% 2015-16	0% 2016-17	0% 2017-18	0% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	34% 2013-14	27% 2014-15	39% 2015-16	40% 2016-17	41% 2017-18	42% 2018-19
18. Percent of Graduate Degrees in STEM & Health	n/a 2013-14	n/a 2014-15	n/a 2015-16	100% 2016-17	100% 2017-18	100% 2018-19
IMPROVING METRICS		2 of 8	4 of 8	5 of 9	5 of 9	4 of 9



Institution Specific Goals *(optional)*

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

Narrative Goals. Our institutional specific goals describe aspects of our distinctive liberal arts and sciences mission where we will maintain or improve our excellence. Two academic programs - Foreign Language and Literature and International and Area Studies - graduate the SUS' highest percentage of students in the Global Competitiveness strategic area and we expect this percentage to fluctuate and have an increasing trend. The annual percentage of students with an internship for academic credit has increased from 12% to 16% over two years and our goal is 20% by 2020. Our students gain their BA degrees for the lowest net price in the SUS and we will maintain this affordability going forward. With the second highest Alumni giving percentage in the SUS, our graduates demonstrate their gratitude and support for New College. Our goal is to slowly increase the giving percentage.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric #1 Percentage of Bachelor's degrees awarded in Global Competitiveness Area of Strategic Emphasis (SUS average is 4%, SUS range is 0-12%)	8% 2013-14	12% 2014-15	13% 2015-16	13% 2016-17	14% 2017-18	14% 2018-19
Metric #2 Internships - Percentage of students participating in an internship for academic credit.	12% 2013-14	16% 2014-15	17% 2015-16	18% 2016-17	19% 2017-18	20% 2018-19
Metric #3 Student Affordability¹: Net Price to the Student	\$3,373 2013-14	\$2,480 ² 2014-15	<\$5,000 2015-16	<\$5,000 2016-17	<\$5,000 2017-18	<\$5,000 2018-19
Metric #4 Alumni giving percentage (2014-15 SUS Average is 8.6%, ranging from 3.1% to 17.2%)³	14.9% 2013-14	12.8% 2014-15	14% 2015-16	15% 2016-17	16% 2017-18	17% 2018-19

Note 1: Net price to the student is calculated by generating a sticker price (undergraduate tuition and fees per credit multiplied by average total credit hours to degree). Next the Gift Aid per Credit is calculated (the total resident Gift Aid divided by the total undergraduate credit hours). Then the gift aid per 120 Credits is calculated (gift aid per credit multiplied by 120). The net price to the student is the result of subtracting the gift aid per 120 credits from the sticker price.

Note 2: Pending on BOG input for appropriate data to measure the metric.

Note 3. Percentage of Alumni Donors as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	704	728	752	726	748	770	791
AA Transfers ¹	33	37	48	39	40	42	43
Other ²	57	70	54	60	62	63	66
Subtotal	794	835	854	825	850	875	900
GRADUATE³							
Master's	0	0	0	22	30	30	30
Research Doctoral	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0
Subtotal	0	0	0	22	30	30	30
UNCLASSIFIED							
H.S. Dual Enrolled	0	0	0	0	0	0	0
Other ⁴	0	0	9	0	0	0	0
Subtotal	0	0	9	0	0	0	0
TOTAL	794	835	863	847	880	905	930

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0
Traditional (0-50%)	946	896	957	959	933	960	990
Subtotal	946	896	957	959	933	960	990
GRADUATE							
Distance (80-100%)	0	0	0	0	0	0	0
Hybrid (50-79%)	0	0	0	0	0	0	0
Traditional (0-50%)	0	0	0	4	22	30	30
Subtotal	0	0	0	4	22	30	30

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	213	235	218	224	231	237	243	248	3%
UPPER	595	577	575	593	611	628	642	656	3%
GRAD I	0	2	20	27	24	24	24	24	4%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	807	814	813	844	866	889	909	928	3%
NON RESIDENT									
LOWER	59	51	51	52	54	56	57	58	3%
UPPER	81	86	80	82	85	87	89	91	3%
GRAD I	0	2	2	3	6	6	6	6	40%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	140	139	133	137	145	149	152	155	3%
TOTAL									
LOWER	272	286	269	276	285	293	300	306	3%
UPPER	675	663	655	675	696	715	731	746	3%
GRAD I	0	4	22	30	30	30	30	30	7%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	947	953	946	981	1,011	1,038	1,061	1,083	3%
NOT STATE FUNDABLE									
LOWER	4	2	3	3	3	4	4	4	7%
UPPER	6	8	6	6	6	6	6	6	0%
GRAD I	0	0	0	0	0	0	0	0	%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	10	10	9	9	9	10	10	10	2%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
None						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						

DOCTORAL PROGRAMS						
None						

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

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

DOCTORAL PROGRAMS						



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	32%	39%	39%	38%	48%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,170	\$18,280	\$17,930	\$17,550	\$14,930
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	5.5%	7.8%	6.9%	1%	5.4%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,916	\$1,200	\$8,932	\$1,100	\$2,170	\$20,318
AT HOME	\$6,916	\$1,200	\$2,550	\$1,100	\$2,170	\$13,936

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	168	25%	\$9,220	-\$4,043	\$10,491	\$2,638	
\$40,000-\$59,999	79	12%	\$10,288	-\$3,277	\$9,574	\$2,432	
\$60,000-\$79,999	51	8%	\$13,017	-\$912	\$7,224	\$3,080	
\$80,000-\$99,999	36	5%	\$13,639	\$162	\$6,115	\$3,518	
\$100,000 Above	223	34%	\$14,443	\$604	\$5,512	\$1,535	
Not Reported	103	16%	n/a	\$1,092	\$4,876	\$131	
TOTAL	660	100%	AVERAGE	\$12,096*	-\$1,109	\$7,332	\$1,932

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 19.6	\$ 19.3
Tuition	\$ 5.3	\$ 4.9
Subtotal	\$ 24.9	\$ 24.3
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 7.5	\$ 7.1
Contracts & Grants	\$ 2.5	\$ 1.9
Local Funds	\$ 4.6	\$ 4.6

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: New College of Florida							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
Total Base Tuition & Differential per Credit Hour	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14
Activity & Service	\$16.65	\$16.84	\$14.94	\$14.25	\$14.97	\$15.72	\$16.51
Health	\$4.81	\$5.61	\$5.61	\$6.30	\$6.62	\$6.96	\$7.31
Athletic	\$6.41	\$6.81	\$8.71	\$8.71	\$9.14	\$9.59	\$10.06
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$45.51	\$46.90	\$46.90	\$46.90	\$48.37	\$49.91	\$51.52
Total Tuition and Fees per Credit Hour	\$190.71	\$192.10	\$192.10	\$192.10	\$193.57	\$195.11	\$196.72
% Change		0.7%	0.0%	0.0%	0.8%	0.8%	0.8%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00
Total Fees for 30 Credit Hours	\$1,365.30	\$1,407.00	\$1,407.00	\$1,407.00	\$1,451.10	\$1,497.30	\$1,545.60
Total Tuition and Fees for 30 Credit Hours	\$5,721.30	\$5,763.00	\$5,763.00	\$5,763.00	\$5,807.10	\$5,853.30	\$5,901.60
\$ Change		\$41.70	\$0.00	\$0.00	\$44.10	\$46.20	\$48.30
% Change		0.7%	0.0%	0.0%	0.8%	0.8%	0.8%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23
Out-of-State Undergraduate Student Financial Aid ³	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46
Total per credit hour	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90
Total Fees for 30 Credit Hours	\$2,279.10	\$2,320.80	\$2,320.80	\$2,320.80	\$2,364.90	\$2,411.10	\$2,459.40
Total Tuition and Fees for 30 Credit Hours	\$24,912.00	\$24,953.70	\$24,953.70	\$24,953.70	\$24,997.80	\$25,044.00	\$25,092.30
\$ Change		\$41.70	\$0.00	\$0.00	\$44.10	\$46.20	\$48.30
% Change		0.2%	0.0%	0.0%	0.2%	0.2%	0.2%
Housing/Dining⁴							
\$ Change	\$8,808.78	\$8,686.88	\$8,931.03	\$9,010.00	\$9,280.00	\$9,558.00	\$9,845.00
% Change		-1.4%	2.8%	0.9%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Freshmen in Top 10% of High School Class
NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).

**BOG Choice Metrics**
**National Ranking
for University**
NCF

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics
**Percent of Undergraduate
Seniors Participating in a
Research Course**
NCF

This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.
Source: New College of Florida.

Key Performance Indicators**Teaching & Learning Metrics**
**Freshmen in Top 10%
of HS Graduating Class**

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).

**Professional/Licensure
Exam First-time Pass Rates**

The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Average Time to Degree
Mean Years for FTIC
in 120hr programs

This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

FTIC Graduation Rates
In 4 years (or less)

As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

Bachelor's Degrees Awarded

This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).

Graduate Degrees Awarded

This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).

**Bachelor's Degrees Awarded
To African-American and
Hispanic Students**

Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

**Adult (Aged 25+)
Undergraduates Enrolled**

This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.



Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	<u>10/01/2008 to 9/30/2011</u> 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	<u>10/01/2009 to 9/30/2012</u> 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	<u>10/01/2010 to 9/30/2013</u> 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	<u>10/01/2011 to 9/30/2014</u> 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	<u>10/01/2012 to 9/30/2015</u> 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	<u>10/01/2013 to 9/30/2016</u> 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015

UF

2016 Work Plan



University of Florida

*University Work Plan Presentation
for Board of Governors June 2016 Meeting*

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

VISION STATEMENT (What do you aspire to?)

UF will be a premier university that the state, nation, and world look to for leadership through: (1) an exceptional academic environment, achieved by a diverse community of students, faculty, and staff; (2) an outstanding and accessible education that prepares students for work, citizenship, and life; (3) a preeminent faculty; (4) growth in research and scholarship that improves the lives of the world's citizens; (5) strengthened public engagement; (6) successful and appreciative alumni; and (7) a physical infrastructure and efficient administration and support structure that enable preeminence. The environment will foster new discoveries and inventions, enabling UF to build on its excellent national ranking in technology transfer and licensing. This will spur new businesses and state economic development to accompany UF's emphasis on service and outreach to State citizens.

STATEMENT OF STRATEGY (How will you get there?)

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

UF is building leadership positions in strategic endeavors through investment of new resources appropriated in the preeminence legislation, private donations, and internal reallocations. This is a long-term strategy to reposition UF among the nation's top public research universities and to become recognized as one of the nation's very best comprehensive public institutions. With the addition of well over 100 new faculty members, UF is strengthening undergraduate and graduate student recruitment, doctoral education, externally-funded research programs, and online education. These initiatives are being supported by vigorous outreach and branding efforts, technology transfer and licensing programs, economic development initiatives, and a capital campaign.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

UF has nationally competitive expertise across a vast array of disciplines and can leverage this to tackle critical interdisciplinary challenges such as early childhood education, biodiversity, neuroscience, cancer, and security. Through the state's investment in the preeminence initiative, there is a unique opportunity for UF to become one of the nation's top publics. Fundamental challenges that remain revolve around resources: the ability to compensate faculty at nationally competitive levels so UF can retain them, the ability to provide nationally competitive graduate stipends to attract top-notch students, the money needed to refresh and rebuild an aging infrastructure, and the ability to provide need-based student financial aid to undergraduates to afford them access to higher education.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1 UF is partnering with donor Herbert Wertheim to transform the College of Engineering over the next decade. His \$50M gift facilitates investment in programs and facilities, while UF's new \$9M recurring investment will grow the faculty in size and strength. A vision of "The New Engineer" needed for the 21st century now drives the college's educational programs. Anticipated return on investments include: increased number of engineers who are even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity; a larger grants and contracts portfolio; more extensive tech-transfer and economic development; and increased outreach to Florida industry through centers like the UF Innovation Station recently established in Sarasota.

2 We are launching a \$3B capital campaign to advance UF faculty, students and programs. This initiative will help provide resources for the margin of excellence we seek and also attract national and international recognition for the university's world-class achievements in learning, discovery, engagement, and economic development. We will place special emphasis on doubling the endowment from \$1.5B to \$3B and on securing named professorships and chairs to help attract and retain world-class faculty. In turn, the funds that accompany these endowed positions will provide them with resources to attract the best graduate students and underpin their research efforts. In addition, we will seek private funds to help underwrite the cost of new construction on the campus and the renovation of historical structures.

3 UF's aspiration to become one of the nation's top publics through the preeminence initiative remains key. The university has added well over 100 exceptional faculty and will continue to seek world-class faculty. It improves UF's research accomplishments (as measured by Academic Analytics), its grant and contract portfolio (where a 3:1 return on investment has already been realized), its economic development enterprise, its student-faculty ratio, and its national reputation. UF is capitalizing on the addition of these faculty by organizing large interdisciplinary initiatives to combine their talents with those of our outstanding faculty and to better brand UF's accomplishments in many domains.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	66.2% 2012-13	65.7% 2013-14	66% 2014-15	67% 2015-16	67% 2016-17	67% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$34,800 2012-13	\$35,200 2013-14	\$35,496 2014-15	\$35,496 2015-16	\$36,206 2016-17	\$36,206 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$25,450 2010-14	\$26,450 2011-15	\$26,478 2012-16	\$26,478 2013-17	\$26,478 2014-18	\$26,478 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	87.5% 2008-14	86.5% 2009-15	87% 2010-16	88% 2011-17	89% 2012-18	89% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	95.2% 2013-14	94.6% 2014-15	96% 2015-16	96% 2016-17	97% 2017-18	97% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	54.7% 2013-14	56.1% 2014-15	56% 2015-16	56% 2016-17	57% 2017-18	57% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	32.4% Fall 2013	31.6% Fall 2014	30% Fall 2015	30% Fall 2016	30% Fall 2017	30% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	69.8% 2013-14	69.2% 2014-15	71% 2015-16	71% 2016-17	72% 2017-18	72% 2018-19
BOG METRIC: Number of Faculty Awards	20 2012	15 2013	21 2014	22 2015	23 2016	25 2017
UBOT METRIC: Total Research Expenditures	\$695.1 2012-13	\$708.5 2013-14	\$740 2014-15	\$747 2015-16	\$762 2016-17	\$777 2017-18

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	4.3 1273 Fall 2015	4.3 1273 Fall 2016	4.3 1280 Fall 2017	4.3 1280 Fall 2018	4.3 1290 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	10 2016	10 2017	10 2018	10 2019	10 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	96% 2014-15	97% 2015-16	97% 2016-17	97% 2017-18	97% 2018-19
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	87% 2009-15	88% 2010-16	89% 2011-17	89% 2012-18	89% 2013-19
National Academy Memberships	6	25 2016	25 2017	25 2018	26 2019	26 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$699.8 2014-15	\$707 2015-16	\$721 2016-17	\$735 2017-18	\$750 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$518 2014-15	\$523 2015-16	\$534 2016-17	\$544 2017-18	\$555 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 in 5 of 8 disciplines	8 2013-14	8 2014-15	8 2015-16	8 2016-17	8 2017-18
Patents Awarded <i>over 3 year period</i>	100	303 2013-15	270 2014-16	273 2015-17	276 2016-18	279 2017-19
Doctoral Degrees Awarded Annually <i>Includes Research Doctoral Degrees and Medical/Health Professional Doctoral Degrees</i>	400	1,592 2014-15	1,592 2015-16	1,600 2016-17	1,600 2017-18	1,600 2018-19
Number of Post-Doctoral Appointees	200	674 Fall 2012	677 Fall 2013	680 Fall 2014	690 Fall 2015	690 Fall 2016
Endowment Size (\$M)	\$500 M	\$1,560 2014-15	\$1,630 2015-16	\$1,750 2016-17	\$1,900 2017-18	\$1,920 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		12	12	12	12	12

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	75% Fall 2014	72% Fall 2015	72% Fall 2016	72% Fall 2017	72% Fall 2018	72% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates At or Above Benchmarks	10 of 10 2013-14	9 of 10 2014-15	10 of 10 2015-16	10 of 10 2016-17	10 of 10 2017-18	10 of 10 2018-19
4. Time to Degree for FTICs in 120hr programs	4.1 2013-14	4.0 2014-15	4.1 2015-16	4.1 2016-17	4.1 2017-18	4.1 2018-19
5. Four-Year FTIC Graduation Rates full- and part-time students	67% 2010-14	67% 2011-15	67% 2012-16	68% 2013-17	68% 2014-18	69% 2015-19
8. Bachelor's Degrees Awarded First Majors Only	8,515 2013-14	8,604 2014-15	8,515 2015-16	8,515 2016-17	8,515 2017-18	8,600 2018-19
9. Graduate Degrees Awarded First Majors Only	6,241 2013-14	5,612 2014-15	5,620 2015-16	5,650 2016-17	5,700 2017-18	5,800 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	26% 2013-14	26% 2014-15	26% 2015-16	26% 2016-17	26% 2017-18	26% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	6% 2013-14	6% 2014-15	6% 2015-16	6% 2016-17	6% 2017-18	6% 2018-19
12. Percent of Undergraduate FTE that is Distance Learning	25% 2013-14	27% 2014-15	27% 2015-16	28% 2016-17	29% 2017-18	30% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	42% 2013-14	43% 2014-15	44% 2015-16	44% 2016-17	45% 2017-18	45% 2018-19
18. Percent of Graduate Degrees in STEM & Health	58% 2013-14	58% 2014-15	58% 2015-16	59% 2016-17	59% 2017-18	59% 2018-19
IMPROVING METRICS		3 of 11	4 of 11	4 of 11	3 of 11	4 of 11



KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan) ONLY RESEARCH UNIV

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. Faculty Awards	20 2012	15 2013	21 2014	22 2015	23 2016	25 2017
22. Total Research Expenditures (\$M)	\$708.5 2013-14	\$739.5 2014-15	\$747 2015-16	\$762 2016-17	\$777 2017-18	\$793 2018-19
23. Research Expenditures Funded from External Sources	54% 2013-14	52% 2014-15	52% 2015-16	52% 2016-17	52% 2017-18	52% 2018-19
25. Licenses/Options Executed	140 2012-13	147 2013-14	225 2014-15	230 2015-16	235 2016-17	240 2017-18
26. Number of Start-up Companies Created	16 2013-14	15 2014-15	17 2015-16	17 2016-17	18 2017-18	18 2018-19
IMPROVING METRICS		2 of 5	4 of 5	3 of 5	4 of 5	3 of 5

Institution Specific Goals (optional) *Please delete section if not used.*

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

Narrative Goals.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric #1 Bachelor's Degrees in Areas of Strategic Emphasis	4,799 2013-14	4,999 2014-15	4,847 2015-16	4,847 2016-17	4,895 2017-18	4,895 2018-19
Metric #2 Graduate Degrees in Areas of Strategic Emphasis	4,355 2013-14	3,884 2014-15	3,900 2015-16	3,900 2016-17	3,900 2017-18	3,900 2018-19
Metric #3 Percentage of Eligible Programs with Specialized Accreditation	98% 2013-14	98% 2014-15	99% 2015-16	99% 2016-17	99% 2017-18	99% 2018-19



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	26,223	26,336	26,839	26,940	27,021	27,100	27,180
AA Transfers ¹	5,138	5,427	5,884	6,153	6,317	6,424	6,499
Other ²	1,124	1,165	1,441	1,439	1,401	1,358	1,314
Subtotal	32,485	32,928	34,164	34,532	34,739	34,882	34,993
GRADUATE³							
Master's	7,204	7,114	7,618	7,739	7,884	8,010	8,122
Research Doctoral	4,348	4,229	4,296	4,306	4,328	4,358	4,397
Professional Doctoral	4,377	4,411	4,359	4,422	4,489	4,556	4,612
Subtotal	15,929	15,754	16,273	16,467	16,701	16,924	17,131
UNCLASSIFIED							
H.S. Dual Enrolled	71	149	124	136	148	160	172
Other ⁴	1,610	1,705	1,958	1,904	1,964	1,982	2,015
Subtotal	1,681	1,854	2,082	2,040	2,112	2,142	2,187
TOTAL	50,095	50,536	52,519	53,039	53,552	53,948	54,311

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	6,402	8,377	8,918	10,149	11,481	12,695	13,935
Hybrid (50-79%)	491	305	319	438	386	404	382
Traditional (0-50%)	25,423	23,935	23,427	23,128	26,242	23,593	23,860
Subtotal	32,316	32,617	32,664	33,715	35,109	36,692	38,177
GRADUATE							
Distance (80-100%)	3,355	3,643	3,943	3,891	4,120	4,136	4,137
Hybrid (50-79%)	486	310	280	288	294	295	295
Traditional (0-50%)	10,676	10,176	9,813	10,232	10,301	10,340	10,342
Subtotal	14,517	14,129	14,036	14,411	14,715	14,771	14,774

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	12,626	12,894	13,309	13,732	14,125	14,505	14,892	15,228	2.52%
UPPER	17,694	18,054	18,458	19,286	20,140	20,954	21,736	22,395	3.52%
GRAD I	2,470	2,567	2,711	2,755	2,762	2,768	2,773	2,776	0.47%
GRAD II	4,749	4,507	4,267	4,052	4,048	4,044	4,040	4,039	-1.13%
TOTAL	37,539	38,022	38,745	39,825	41,075	42,271	43,441	44,438	2.56%
NON RESIDENT									
LOWER	749	999	1,194	1,266	1,339	1,434	1,521	1,614	5.20%
UPPER	777	891	1,226	1,458	1,611	1,719	1,800	1,885	6.99%
GRAD I	1,658	1,925	1,892	1,904	1,912	1,916	1,919	1,921	0.30%
GRAD II	2,411	2,531	2,733	2,948	2,952	2,956	2,960	2,961	1.54%
TOTAL	5,595	6,346	7,045	7,576	7,814	8,025	8,200	8,381	3.19%
TOTAL									
LOWER	13,375	13,893	14,503	14,998	15,464	15,939	16,413	16,842	2.78%
UPPER	18,470	18,945	19,684	20,744	21,751	22,673	23,536	24,280	3.79%
GRAD I	4,128	4,492	4,603	4,659	4,674	4,684	4,692	4,698	0.41%
GRAD II	7,160	7,038	7,000	7,000	7,000	7,000	7,000	7,000	0.00%
TOTAL	43,133	44,368	45,790	47,401	48,889	50,296	51,641	52,820	2.66%
NOT STATE FUNDABLE									
LOWER	231	244	254	258	260	261	261	261	0.54%
UPPER	588	633	668	692	702	705	706	706	1.08%
GRAD I	2,234	2,371	2,644	2,665	2,670	2,674	2,677	2,680	0.27%
GRAD II	514	511	468	447	431	421	415	412	-2.72%
TOTAL	3,567	3,759	4,034	4,062	4,063	4,061	4,059	4,059	0.12%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	532	513	513	513	513	513	513	513	0%
NON-RESIDENT	21	0	0	0	0	0	0	0	0%
TOTAL	553	513	513	513	513	513	513	513	0%
DENISTRY									
RESIDENT	336	324	324	324	324	324	324	324	0%
NON-RESIDENT	12	7	7	7	7	7	7	7	0%
TOTAL	348	331	331	331	331	331	331	331	0%
VETERINARY									
RESIDENT	357	344	344	344	344	344	344	344	0%
NON-RESIDENT	82	0	0	0	0	0	0	0	0%
TOTAL	439	344	344	344	344	344	344	344	0%



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						
Family, Youth & Comm Science	19.0701		UCF, USF, FSU	No	20	Summer 2016
Occupational Therapy	51.2306		None	No	135	Spring 2017

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
Mfg Eng Technology	15.0613		None	100%	300	Fall 2017
Educational Studies	13.0101		FAU, FGCU	100%	30	Fall 2017
Marine Sciences	26.1302		FIU, UWF	TBD	100	Spring 2018
Ag Operations Mgmt	01.0106		None	TBD	40	Spring 2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Dance	50.0301		FSU	No	25	Fall 2018
Case Management	51.0001		None	Yes	40	Fall 2017
Bioinformatics Comp Biology	26.1103		USF	No	30	Spring 2017
Advanced Legal Research	22.0201		None	Yes	25	Spring 2017
Medical Physics	51.2205		FAU	No	TDB	Fall 2018
Athletic Training	51.0913		FIU, USF	No	40	Fall 2018
DOCTORAL PROGRAMS						
Arch & Bldg Sciences/Tech	04.0902		None	No	30	Spring 2017
Sustainability Studies	30.3301		None	No	20	Spring 2017
Medical Physics	51.2205		None	No	TBD	Fall 2018
Lang, Lit & Cultures	16.0101		None	TBD	TBD	Fall 2018



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	38%	41%	43%	44%	43%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$17,500	\$19,640	\$20,710	\$20,640	\$21,820
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	3.5%	3.8%	3.6%	3%	2.1%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,310	\$1,300	\$9,650	\$1,100	\$2,230	\$20,590
AT HOME	\$6,310	\$1,300	\$960	\$1,100	\$2,230	\$11,900

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	7,006	25.38%	\$10,323	-\$4,041	\$10,351	\$2,941	
\$40,000-\$59,999	2,386	8.65%	\$13,860	-\$310	\$6,620	\$3,306	
\$60,000-\$79,999	1,912	6.93%	\$15,860	\$2,100	\$4,210	\$3,930	
\$80,000-\$99,999	1,629	5.90%	\$16,409	\$2,923	\$3,387	\$4,088	
\$100,000 Above	6,787	24.59%	\$16,508	\$3,156	\$3,154	\$2,779	
Not Reported	7,879	28.55%	n/a	\$3,503	\$2,807	\$51	
TOTAL	27,599	100%	AVERAGE	\$14,592*	\$1,222	\$5,088	\$2,849

Notes: These data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data are finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 371.2	\$ 395.2
Tuition	\$ 295.3	\$ 301.5
Subtotal	\$ 666.6	\$ 696.7
Health-Science Center / Medical Schools		
State Funds	\$ 110.6	\$ 111.3
Tuition	\$ 38.2	\$ 38.2
Other Trust Funds	\$ 27.5	\$ 30.3
Subtotal	\$ 176.2	\$ 179.8
Institute of Food & Agricultural Sciences (IFAS)		
State Funds	\$ 153.0	\$ 157.9
Tuition	\$ 0.0	\$ 0.0
Other Trust Funds	\$ 22.6	\$ 19.3
Subtotal	\$ 175.6	\$ 177.2
E&G TOTAL	\$ 1,018.3	\$ 1,053.7
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 363.5	\$ 352.2
Contracts & Grants	\$ 1,414.2	\$ 1,039.8
Local Funds	\$ 578.8	\$ 555.3
Faculty Practice Plans	\$ 876.7	\$ 871.3

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of Florida

	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Undergraduate Students							
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	44.17	\$44.17	\$44.17	\$44.17	\$44.17	\$44.17	\$44.17
Total Base Tuition & Differential per Credit Hour	\$149.24	\$149.24	\$149.24	\$149.24	\$149.24	\$149.24	\$149.24
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$17.35	\$18.19	\$19.06	\$19.06	\$19.06	\$19.06	\$19.06
Health	\$14.11	\$14.93	\$15.81	\$15.81	\$15.81	\$15.81	\$15.81
Athletic	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90
Transportation Access	\$8.91	\$8.91	\$9.44	\$9.44	\$9.44	\$9.44	\$9.44
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$59.53	\$61.19	\$63.47	\$63.47	\$63.47	\$63.47	\$63.47
Total Tuition and Fees per Credit Hour	\$208.77	\$210.43	\$212.71	\$212.71	\$212.71	\$212.71	\$212.71
% Change		0.8%	1.1%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,477.20	\$4,477.20	\$4,477.20	\$4,477.20	\$4,477.20	\$4,477.20	\$4,477.20
Total Fees for 30 Credit Hours	\$1,785.90	\$1,835.70	\$1,904.10	\$1,904.10	\$1,904.10	\$1,904.10	\$1,904.10
Total Tuition and Fees for 30 Credit Hours	\$6,263.10	\$6,312.90	\$6,381.30	\$6,381.30	\$6,381.30	\$6,381.30	\$6,381.30
\$ Change		\$49.80	\$68.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.8%	1.1%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21
Out-of-State Undergraduate Student Financial Aid ³	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36
Total per credit hour	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$25,693.50	\$25,693.50	\$25,693.50	\$25,693.50	\$25,693.50	\$25,693.50	\$25,693.50
Total Fees for 30 Credit Hours	\$2,846.70	\$2,896.50	\$2,964.90	\$2,964.90	\$2,964.90	\$2,964.90	\$2,964.90
Total Tuition and Fees for 30 Credit Hours	\$28,540.20	\$28,590.00	\$28,658.40	\$28,658.40	\$28,658.40	\$28,658.40	\$28,658.40
\$ Change		\$49.80	\$68.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.2%	0.2%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$9,520.00	\$9,630.00	\$9,750.00	\$9,750.00	\$9,750.00	\$9,750.00	\$9,750.00
\$ Change		\$110.00	\$120.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		1.2%	1.2%	0.0%	0.0%	0.0%	0.0%

¹ can be no more than 5% of tuition.² as approved by the Board of Governors.³ can be no more than 5% of tuition and the out-of-state fee.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

**BOG Choice Metrics****Number of Faculty Awards**

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

BOT Choice Metrics**Total Research Expenditures**
UF

This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year.
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Preeminent Research University Funding Metrics**Average GPA and SAT Score**

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.



Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCasper database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy (Occupational Therapy is not included).
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

Florida Agricultural and Mechanical University 2016 Work Plan



Florida Agricultural and Mechanical University

University Work Plan Presentation

for Board of Governors June 2016 Meeting

BOT APPROVED 6/10/2016

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

Florida A&M University (FAMU) will be internationally recognized as a best-in-class doctoral land-grant institution with a global impact.

STATEMENT OF STRATEGY (How will you get there?)

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

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates through strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a continued focus on retention, student progression and graduation and quality of instruction in particular strategic areas. The University also seeks to enhance its customer services and its business operations in student and financial services to promote efficiency and compliance with internal and external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM, agriculture and health-related disciplines, with an expectation of increased external funding. In this regard, the University will examine faculty workload, including course load, with the aim of increasing time for research in order to improve research productivity. Although we have realized efficiencies and enhancements in various areas, in order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Agricultural and Mechanical University is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. The institution promotes an environment to sustain lifelong learning, and to empower a diverse population of students to succeed as citizens in an ever changing and challenging global society. FAMU is poised to capitalize on University strengths and opportunities with renewed vigor. The University's strengths include: 1) Carnegie classification as a R2: Doctoral Universities – Higher Research Activity institution, 2) recognition for total research and development (R&D) expenditures, 3) recognition as a top producer of minority graduates, 4) offering an array of accredited professional programs, 5) 1890 land-grant institution, and 6) a focus on STEM, agriculture and health-related disciplines, areas in which minorities are particularly underrepresented. The University is continuing in its efforts to ensure student success, increase retention and graduation rates at all degree levels; meet labor market expectations of employers and the professions; and increase productivity in research. Opportunities include an amplified focus on student success, increased engagement in land-grant initiatives and increased expectations for performance throughout the institution. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in Business, Health, Agriculture and STEM disciplines, which includes the FAMU-FSU College of Engineering.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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

Strategies include: continuing the implementation of the comprehensive retention and debt reduction plan; increasing student participation in First Year Experience activities; expanding the living-learning community dorm experience; increasing student engagement in curricular and co-curricular initiatives; offering professional development activities for students and faculty/advisors; and enhancing the electronic monitoring of student progression. FAMU has invested significantly in some of these activities designed to increase student retention and progression, which has been evidenced by the increase in the academic progress rate of FTIC students returning their second year by 21% since 2010. By focusing efforts on the timely production of well-qualified graduates, the University, in all probability, will be able to reduce costs associated with current progression and graduation rates of students. FAMU targets AA transfers of Florida College System institutions, and has established community college scholarships to assist students financially as they transition to our institution. The University continues to seek new articulation agreements and to strengthen existing relationships. In addition, both the offices of Enrollment and Academic Advisement have designated staff to communicate with Florida College System institutions concerning applicants and available support services.

2. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM, agriculture and health-related disciplines.

Several key initiatives are underway to increase the enrollment and number of STEM, agriculture and health graduates, including the \$2.9 million award to FAMU and FSU from the Florida Board of Governors TEAm Program to expand the K-12 pipeline in information technology/computing; the Bridges to Baccalaureate in Biomedical Sciences Program targeting TCC students; NNSA grants to increase STEM student opportunities in science related research; the \$1.6 million award from the NSF HBCU-UP Program to enhance instructional strategies in lower-division STEM courses; and hiring full-time faculty in biology, computer and information sciences, entomology, mathematics, and science education for fall 2016. The University plans to strengthen its recruitment of STEM-ready students and increase scholarships available to these students. Additionally, the University will continue its efforts to improve on the outcome of licensure pass rates for programs in health. As the University prepares for a new SACSCOC QEP cycle, the campus will engage in discussions related to student learning outcomes in all disciplines and programs.

3. Broaden the student base.

The University seeks to broaden its student base by increasing its efforts in recruiting students from all races and socioeconomic backgrounds with the requisite academic background, and as a consequence, enhance the educational experience for all students. The University seeks to attract more students with diverse experience; more high-achieving students; and students who bring more racial and ethnic diversity to the campus. In order to achieve this goal, the University is investing in the services and programs that will appeal to students with these characteristics and support their success once enrolled. Notably, the University is expanding its outreach to prospective students beyond traditional regional quarters; reorganizing and investing in services provided to international students; enhancing offerings for honors students; and promoting changes in first-year basic courses to attract and support students interested in STEM, agriculture and health areas.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)* <i>within the U.S. One Year After Graduation</i>	59.2% 2012-13	59.4% 2013-14	59.4% 2014-15	60.5% 2015-16	62.5% 2016-17	65.0% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$28,800 2012-13	\$31,100 2013-14	\$31,100 2014-15	\$31,300 2015-16	\$31,400 2016-17	\$31,500 2017-18
Cost per Bachelor's Degree <i>Instructional Costs to the University</i>	\$40,080 2010-14	\$44,520 2011-15	\$47,680 2012-16	\$48,220 2013-17	\$45,370 2014-18	\$42,720 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	39.3% 2008-14	38.6% 2009-15	43% 2010-16	49% 2011-17	62% 2012-18	69% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	70.1% 2013-14	75.4% 2014-15	76% 2015-16	77% 2016-17	80% 2017-18	85% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	51.1% 2013-14	49.6% 2014-15	51% 2015-16	53% 2016-17	55% 2017-18	57% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	61.6% Fall 2013	64.7% Fall 2014	60% Fall 2015	60% Fall 2016	60% Fall 2017	60% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	43.3% 2013-14	51.5% 2014-15	49% 2015-16	50% 2016-17	51% 2017-18	52% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	34.0% 2013-14	29.0% 2014-15	35% 2015-16	45% 2016-17	55% 2017-18	60% 2018-19
UBOT METRIC: Percent of R&D Expenditures Funded from External Sources	80.0% 2013--14	81.0% 2014-15	80% 2015-16	80% 2016-17	80% 2017-18	83% 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH- MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score [2 subtests] <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	3.4 964 Fall 2015	3.5 980 Fall 2016	3.5 990 Fall 2017	3.6 1,000 Fall 2018	3.6 1,010 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	0 2016	1 2017	1 2018	1 2019	1 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	85% 2014-15	86% 2015-16	87% 2016-17	88% 2017-18	90% 2018-19
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	39% 2009-15	43% 2010-16	49% 2011-17	62% 2012-18	69% 2013-19
National Academy Memberships	6	0 2016	0 2017	0 2018	1 2019	1 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$31.5 2014-15	\$31.5 2015-16	\$31.7 2016-17	\$32.6 2017-18	\$33.6 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$22.1 2014-15	\$23.1 2015-16	\$24.3 2016-17	\$25.5 2017-18	\$26.8 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 in 5 of 8 disciplines	0 2013-14	1 2014-15	1 2015-16	1 2016-17	1 2017-18
Patents Awarded <i>over 3 year period</i>	100	14 2013-15	20 2014-16	20 2015-17	20 2016-18	25 2017-19
Doctoral Degrees Awarded Annually	400	201 2014-15	207 2015-16	215 2016-17	222 2017-18	230 2018-19
Number of Post-Doctoral Appointees	200	20 Fall 2012	21 Fall 2013	22 Fall 2014	23 Fall 2015	24 Fall 2016
Endowment Size (\$M)	\$500 M	\$123.7 2014-15	\$120 2015-16	\$125 2016-17	\$135 2017-18	\$155 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		0	0	0	0	1

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	13% Fall 2014	14% Fall 2015	15% Fall 2016	16% Fall 2017	17% Fall 2018	18% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates At or Above Benchmarks	0 of 4 2013-14	0 of 4 2014-15	0 of 4 2015-16	4 of 4 2016-17	4 of 4 2017-18	4 of 4 2018-19
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	5.2 2013-14	5.0 2014-15	5.0 2015-16	4.9 2016-17	4.7 2017-18	4.5 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	12% 2010-14	13% 2011-15	18% 2012-16	20% 2013-17	25% 2014-18	30% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	1,560 2013-14	1,508 2014-15	1,590 2015-16	1,620 2016-17	1,625 2017-18	1,650 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	615 2013-14	585 2014-15	625 2015-16	628 2016-17	635 2017-18	642 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	96% 2013-14	97% 2014-15	97% 2015-16	95% 2016-17	95% 2017-18	94% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	10% Fall 2014	10% Fall 2015	10% Fall 2016	10% Fall 2017	10% Fall 2018	10% Fall 2019
12. Percent of Undergraduate FTE in Online Courses	1% 2013-14	2% 2014-15	2% 2015-16	4% 2016-17	8% 2017-18	13% 2017-18
16. Percent of Bachelor's Degrees in STEM & Health	39% 2013-14	40% 2014-15	41% 2015-16	43% 2016-17	45% 2017-18	46% 2018-19
18. Percent of Graduate Degrees in STEM & Health	41% 2013-14	51% 2014-15	49% 2015-16	49% 2016-17	50% 2017-18	51% 2018-19
NUMBER OF IMPROVED METRICS		7 of 11	5 of 11	8 of 11	8 of 11	8 of 11



KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. Faculty Awards	2 2012	1 2013	2 2014	2 2015	2 2016	3 2017
22. Total Research Expenditures (\$M)	\$46.4 2013-14	\$46.5 2014-15	\$46.5 2015-16	\$50.2 2016-17	\$52.7 2017-18	\$55.3 2018-19
23. Research Expenditures Funded from External Sources	81% 2013-14	81% 2014-15	80% 2015-16	80% 2016-17	80% 2017-18	83% 2018-19
25. Licenses/Options Executed	0 2013-14	0 2014-15	4 2015-16	4 2016-17	6 2017-18	6 2018-19
26. Number of Start-up Companies Created	0 2013-14	0 2014-15	2 2015-16	2 2016-17	2 2017-18	2 2018-19
NUMBER OF IMPROVED METRICS		2 of 5	3 of 5	1 of 5	2 of 5	3 of 5

Institution Specific Goals (optional)

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

As stated in the University's mission statement, "The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society." The University will continue to strengthen its position as a top producer of African American students and broaden its international outreach to increase partnerships, research, and educational opportunities for faculty and students, thus increasing the University overall enrollment of international students.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed)	1,517 2013-14	1,462 2014-15	1,560 2015-16	1,580 2016-17	1,600 2017-18	1,620 2018-19
Percent of Course Sections Offered via Distance and Blended Learning	2.1 Fall 2014	2.5 Fall 2015	2.8 Fall 2016	2.9 Fall 2017	3.0 Fall 2018	3.5 Fall 2019
Percentage of Eligible Programs with Specialized Accreditation	85.25% 2014-15	83.87% 2015-16	85.48% 2016-17	87.10% 2017-18	87.10% 2018-19	87.10% 2019-20
Number of graduate degrees awarded to African Americans	475 2013-14	481 2014-15	510 2015-16	550 2016-17	590 2017-18	630 2018-19
Number of students enrolled in graduate online programs	38 Fall 2014	43 Fall 2015	50 Fall 2016	62 Fall 2017	75 Fall 2018	88 Fall 2019



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	6,632	6,390	6,085	5,569	5,576	5,778	5,825
AA Transfers ¹	796	824	803	934	970	1,044	1,233
Other ²	855	761	807	683	640	634	647
Subtotal	8,283	7,975	7,695	7,186	7,186	7,456	7,705
GRADUATE³							
Master's	620	582	578	594	628	652	665
Research Doctoral	158	170	188	194	204	213	217
Professional Doctoral	1,536	974	998	1,026	1,084	1,126	1,149
Subtotal	2,314	1,726	1,764	1,814	1,916	1,991	2,031
UNCLASSIFIED							
H.S. Dual Enrolled	7	390	300	200	200	200	200
Other ⁴	134	142	161	175	150	150	150
Subtotal	141	532	461	375	350	350	350
TOTAL	10,738	10,233	9,920	9,375	9,452	9,797	10,086

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.”

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	50	73	131	173	283	600	1,000
Hybrid (50-79%)	0	0	27	80	700	1,068	1,250
Traditional (0-50%)	9,582	8,583	7,932	7,671	6,207	5,882	5,576
Subtotal	9,632	8,656	8,090	7,924	7,189	7,550	7,826
GRADUATE							
Distance (80-100%)	84	47	52	46	55	60	80
Hybrid (50-79%)	0	0	14	10	90	245	340
Traditional (0-50%)	1,989	1,814	1,729	1,666	1,481	1,335	1,280
Subtotal	2,072	1,861	1,796	1,721	1,626	1,640	1,700

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	3,541	3,516	3,323	3,350	3,472	3,575	3,695	3,757	2.5%
UPPER	3,306	3,112	2,941	2,965	3,074	3,164	3,271	3,326	2.5%
GRAD I	412	405	382	386	400	411	425	432	2.5%
GRAD II	1,078	1,030	974	982	1,018	1,048	1,083	1,101	2.5%
TOTAL	8,337	8,063	7,620	7,683	7,963	8,198	8,474	8,616	2.5%
NON RESIDENT									
LOWER	324	341	322	325	337	347	358	364	2.5%
UPPER	356	302	286	287	298	307	318	324	2.5%
GRAD I	74	57	54	55	57	58	60	61	2.5%
GRAD II	124	122	115	116	120	124	128	130	2.5%
TOTAL	878	822	777	783	812	836	864	879	2.5%
TOTAL									
LOWER	3,865	3,857	3,645	3,675	3,809	3,922	4,053	4,121	2.5%
UPPER	3,662	3,415	3,227	3,253	3,372	3,471	3,589	3,649	2.5%
GRAD I	485	461	436	440	456	469	485	493	2.5%
GRAD II	1,203	1,152	1,089	1,098	1,138	1,172	1,211	1,231	2.5%
TOTAL	9,215	8,885	8,397	8,466	8,775	9,034	9,338	9,494	2.5%
NOT STATE FUNDABLE									
LOWER	337	393	372	375	389	400	414	420	2.5%
UPPER	226	259	245	247	256	264	272	277	2.5%
GRAD I	80	90	85	85	88	91	94	96	2.5%
GRAD II	28	18	17	17	18	18	19	19	2.2%
TOTAL	671	760	719	724	751	773	799	812	2.5%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Food Science	01.1001	STEM	UF		70	06-2016
Supply Chain Management	52.0203	STEM	FPU, UNF, UWF		50	06-2016
Digital Media	09.0702	STEM	FAU, FGCU CIP 50.0102 UCF, UF		60	04-2017
Public Health	51.2201	HEALTH	USF		80	04-2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Supply Chain Management	52.0203	STEM			50	06-2016
Aerospace Engineering	14.0201	STEM			10	04-2017
DOCTORAL PROGRAMS						
Aerospace Engineering	14.0201	STEM			5	04-2017
Doctor of Nursing Practice	51.3818	HEALTH	FAU, FIU, FSU, UCF, UF, UNF, USF	FIU, FAU (web-assisted), UCF, UNF, UF	60	04-2017

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Integrated Media Arts	10.0304	None			50	04-2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biomedical Sciences	26.0102	STEM	FSU, FAU, UCF		20	04-2018
Computational Science	30.3001	STEM	FSU		20	04-2018
Health Informatics	51.0706	HEALTH	UCF	UCF, USF	30	04-2018
DOCTORAL PROGRAMS						
Public Health (PhD)	51.2201	HEALTH	FIU, UF, USF		25	06-2018
Biology	26.0101	STEM	FAU, FIU, FSU, USF		20	06-2018



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	84%	85%	86%	87%	87.8%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$29,550	\$29,700	\$31,250	\$31,410	\$32,338
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	18.3%	18.9%	14.7%	14.7%	14.0%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,554	\$1,138	\$10,100	\$1,214	\$3,354	\$20,360
AT HOME	\$4,554	\$1,138	\$ 2,330	\$1,712	\$3,758	\$13,492

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	3,076	60%	\$8,081	\$-2,382	\$7,879	\$6,216
\$40,000-\$59,999	733	14%	\$11,705	\$48	\$5,484	\$6,785
\$60,000-\$79,999	399	8%	\$13,755	\$2,024	\$3,612	\$6,504
\$80,000-\$99,999	235	5%	\$14,255	\$2,132	\$3,553	\$6,172
\$100,000 Above	541	11%	\$13,894	\$2,242	\$3,435	\$5,634
Not Reported	156	3%	\$19,868	\$5,264	\$274	\$129
TOTAL	5,140	100%	AVERAGE \$10,720	\$-769	\$6,310	\$6,071

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 112.4	\$ 96.7
Actual Tuition	\$ 63.9	\$ 66.4
SUBTOTAL	\$ 176.2	\$ 163.0
Health-Science Center / Medical Schools		
State Funds	\$ 0	\$ 0
Actual Tuition	\$ 0	\$ 0
SUBTOTAL	\$ 0	\$ 0
Institute of Food & Agricultural Sciences (IFAS)		
State Funds	\$ 0	\$ 0
Actual Tuition	\$ 0	\$ 0
TOTAL IFAS	\$ 0	\$ 0
EDUCATION & GENERAL TOTAL REVENUES	\$ 176.2	\$ 163.0
FAMU-FSU COLLEGE OF ENGINEERING	\$ 0	\$12,999,685

Note: State funds include General Revenue funds, Lottery funds appropriated by the Florida Legislature. Tuition includes tuition, tuition differential fees, and miscellaneous fees and fines for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Operating Budget 625 report).

OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 32.6	\$ 40.6
Contracts & Grants	\$ 51.3	\$ 54.6
Local Funds	\$ 83.2	\$ 90.2
Faculty Practice Plans	\$ 0	\$ 0
OTHER BUDGET ENTITIES TOTAL REVENUES	\$ 167.1	\$ 185.4



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2015-16 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	36.38	36.38	36.38	36.38	36.38	36.38	36.38
Total Base Tuition & Differential per Credit Hour	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46
Total Tuition and Fees per Credit Hour	\$189.91	\$189.91	\$189.91	\$189.91	\$189.91	\$189.91	\$189.91
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
List any new fee proposed							
Total Block Fees per term	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50
Total Fees for 30 Credit Hours	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80
Total Tuition and Fees for 30 Credit Hours	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60
Total Fees for 30 Credit Hours	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30
Total Tuition and Fees for 30 Credit Hours	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴	\$9,140.00	\$10,896.00	\$11,470.00	\$11,470.00	\$11,757.00	\$12,051.00	\$12,352.00
\$ Change		\$1,756.00	\$574.00	\$11,470.00	\$287.00	\$294.00	\$301.00
% Change		19.2%	5.3%	0.0%	2.5%	2.5%	2.5%
¹ can be no more than 5% of tuition.							
² as approved by the Board of Governors.							
³ can be no more than 5% of tuition and the out-of-state fee.							
⁴ combine the most popular housing and dining plans provided to students							
⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.							



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree

Costs to the University

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate

2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate

Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) 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 performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Percent of R&D Expenditures Funded from External Sources FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report, or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), and Physical Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the <i>mean</i> number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



Student Debt Summary

Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	<u>10/01/2008 to 9/30/2011</u> 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	<u>10/01/2009 to 9/30/2012</u> 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	<u>10/01/2010 to 9/30/2013</u> 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	<u>10/01/2011 to 9/30/2014</u> 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	<u>10/01/2012 to 9/30/2015</u> 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	<u>10/01/2013 to 9/30/2016</u> 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Select Committee on Florida Polytechnic University

Grand Ballroom

***FAIRWINDS* Alumni Center**

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

June 22, 2016

1:00 p.m. - 1:30 p.m.

or

Upon Adjournment of Previous Meeting

Chair: Ms. Wendy Link

Members: Doyle, Jordan, Morton, Valverde

- 1. Call to Order and Opening Remarks** **Governor Wendy Link**

- 2. Minutes of Select Committee Meeting** **Governor Link**
Minutes, March 17, 2016

- 3. Florida Polytechnic University Implementation Update** **Dr. Randy K. Avent**
President
Florida Polytechnic University

- 4. Florida Polytechnic University Cost Per Degree** **President Avent**

- 5. Concluding Remarks and Adjournment** **Governor Link**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
June 22, 2016**

SUBJECT: Minutes of Select Committee on Florida Polytechnic University Meeting
Held on March 17, 2016

PROPOSED COMMITTEE ACTION

Approve the March 17, 2016 minutes of the meeting of the Select Committee on Florida Polytechnic

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Select Committee on Florida Polytechnic University will consider for approval the summary minutes of its March 17, 2016 meeting.

Supporting Documentation Included: Minutes: March 17, 2016

Facilitators/Presenters: Governor Wendy Link

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
MARCH 17, 2016

*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 Wendy Link called the meeting to order at 8:50 a.m. on March 17, 2016, with the following members present: Daniel Doyle, Jr. (by telephone), and Fernando Valverde (by telephone). A quorum was established. Other Board members in attendance were Richard Beard III, Dean Colson, Patricia Frost, Tonnette Graham, H. Wayne Huizenga, Jr., Thomas Kuntz, Ned Lautenbach, Alan Levine, Katherine Robinson, Pam Stewart (by telephone), and Norman Tripp.

2. Meeting Minutes

Governor Link asked for a motion to approve minutes of the Committee's November 4, 2015 meeting. A motion was made by Governor Doyle, seconded by Governor Valverde, and the motion passed unanimously.

3. Florida Polytechnic University Implementation Update

Governor Link said that the Committee's next agenda item was to receive a status report from Florida Polytechnic University with respect to the six implementation requirements specified in statute. Chair Link said that, at the update provided for the meeting today, the institution's "red light/green light dashboard" indicated that three of the six statutory requirements have been completed; namely, that STEM academic programs have been implemented, that administrative capability has been achieved, and that immediate facilities needs have been met. Chair Link noted that the Committee has continually received updates on the University's efforts to achieve regional accreditation by the Southern Association of Colleges and Schools (SACS), a process that has been ongoing since December 2013. She said that at the Committee's meeting today she particularly wanted to focus on the issue of regional accreditation.

She noted that accreditation is a critical statutory requirement, and that the University's several previous updates, as well as its most recent update, have included a timeline for keeping the process on-track. Governor Link said that it was very important that the Board of Governors have as complete an understanding as possible with regard to where the University currently is in the accreditation process.

Chair Link said that the Committee had been advised in November 2015 that a SACS Candidacy Committee site visit was scheduled for March 7-10, 2016 and that, on March 14th she, Chancellor Criser, and Vice Chancellor Ignash met with President Avent as well as Florida Polytechnic University's Board of Trustees chair and other University representatives in order to more specifically understand where Florida Polytechnic was in the accreditation process. She thanked President Avent for taking the time to have that discussion. She then called on Vice Chancellor Ignash to provide an overview of the March 14th meeting.

Dr. Ignash said that the reasons why the University was unable to meet the statutory deadline of December, 2016 were discussed. Also discussed was when the University became aware that it was unable to meet the deadline and why the University might have gotten off-track. She reminded the Committee that the master timeline was originally approved by the Board of Governors in March 2014 and that the original date for candidacy was listed as June 2015 with the intention of receiving full accreditation in June 2016. She said it was noted at the meeting that this was a very ambitious timeline but that it was the timeline approved by the Board of Governors and that the timeline was deemed to be possible if there were no unforeseen delays. She said that, at the meeting, participants discussed what might have changed since the University's last update to the Committee. She said that another topic of the meeting was the number of students who intended to graduate this May and what information the University was providing to those students now that it appears as if accreditation will be delayed from the original master timeline. Dr. Ignash said that participants at the March 14 meeting also discussed what plans had been made to assist those students graduating this May relative to employment or applications for further study. She said that the extent to which any students would be negatively impacted as a result of the accreditation delay was discussed, as well as what students were being told about graduating from an unaccredited institution and whether that information has changed over time. She said, finally, that whether accreditation was achievable by June 2017 was also discussed.

Chair Link thanked Dr. Ignash and then said that there were points that she particularly wanted President Avent to cover in his update to the Committee. She said, first, that the Committee would be most interested to receive an update with regard to the March 7-10 site visit. She said that the Committee had the expectation of receiving any future documentation or other feedback provided by SACS with regard to the site visit. Secondly, she said that the Committee was interested in understanding the plans and actions that have been taken regarding students who may be graduating from Florida

Polytechnic University prior to its receiving accreditation by SACS. Third, Chair Link said that the Committee needed to be made aware of any revised estimate as to when Florida Polytechnic University could realistically expect to receive accreditation if the December 2016 timeline was no longer viable. She then called on President Avent to make his presentation.

President Avent began by saying that the “green light/red light dashboard” never had green marked on it with respect to accreditation. He said, rather, that the dashboard had yellow on it, which was a sign that the University was making good progress. Dr. Avent said that the University had only one year of enrollment data. He said that persistence rates were at 93% and that retention last year was 76%. He said that the University has admitted 40% more students this year than last year despite the fact that applications were slightly lower this year than last year. With regard to the quality of these admits, President Avent said that they have the same grade point average and ACT scores, and slightly lower SAT scores than the year before. He said that deposits were up approximately 15% over last year and that, accordingly, the University’s admissions office was projecting that approximately 600 students would enroll this year. President Avent then turned to the subject of accreditation.

President Avent said that SACS accreditation is actually two processes, the first being candidacy. Once an institution is a candidate, it can submit a final application, known as compliance accreditation. He said that the two processes consist of four components: the collection of data, the submission of an application, a site visit and its report going to SACS, and then a decision by a SACS committee which meets twice yearly, in June and December, for that specific purpose.

President Avent said that the candidacy application requires two important data elements: one full year of student assessment data and three years of financial audits. He said that SACS allowed the University to submit a pre-application, and that the University did so on December 19, 2014.

He said that SACS reviewed that application and provided feedback to the University in June 2015. He said that, based on the feedback and the fact that the University had time in June to finish one full year of student assessment, the application was updated and transmitted to SACS. He said that in August SACS indicated that the application was sufficient and that it was now just waiting for the financial audits.

President Avent said that the University endeavored to have the financial audits completed in August so that the application could make the agenda of the SACS 2015 December meeting for a candidacy decision. However, the financial audits were not completed until January 2016. He said, however, that SACS determined in late October that the application was complete, trusting that the financial audits would be good. President Avent said that SACS then assigned Dr. Mary Kirk as the SACS

representative who would work with the University all the way through accreditation. He said that Dr. Kirk visited the University in February 2016 and that the University worked with her to schedule a site visit for March 7-10, 2016.

President Avent said that the site visit had been conducted, that the University would receive feedback from SACS, the University would waive its review time, and that the site visit report would go to SACS, hopefully on June 16, 2016. He said that when he received the site visit report he would share it with the Board of Governors. He said that the University's plan had been that, with a June 2016 candidacy decision, a class would have graduated in May and then a complete compliance certification application could go forward. This would hopefully allow for a site visit in September 2016 in time to be placed on the December 2016 SACS agenda.

Dr. Avent said that when the University met with Dr. Kirk in early February they were informed that SACS would not allow this timeline, because the SACS policy is that both a candidacy visit and an accreditation visit cannot happen in the same calendar year. He said that the primary reason for this is that an institution could receive accreditation which then back-accredited to the beginning of the calendar year, creating a situation whereby an institution was accredited prior to its candidacy. He also said that he had been informed that there are some Department of Education implications on financial assistance associated with the SACS policy. President Avent said that there is no official written SACS policy with regard to this. He said that, as Florida Polytechnic began to press the issue of dates with SACS, that SACS made a decision that it could not be done. President Avent said that, at that point, he alerted Chancellor Criser and some members of the Committee.

President Avent said that a memorandum was issued to students and that meetings were held with graduate students. He said that there are six graduate students who could graduate in May, one of whom is going to graduate school and whose Ph.D. program is not contingent on his getting a master's. He said that two graduate students already have jobs and so the delay will not impact them. He said that of the remaining three who are looking for jobs only one said that it would have an impact, because she was living on a graduate stipend. He said that the University was going to work with her to minimize that impact. President Avent also indicated that the University was calling incoming students to advise them of the accreditation status. He said that when the University opened its webpage there was an indication that the institution was unaccredited. He noted that all students had signed a form that they knew that this was a risk.

President Avent said that there were certainly costs associated with the delay. He said that there was potentially one undergraduate student who may have to wait on the accreditation decision. He said that if that student happens to seek employment, the University would provide an explanation to the potential employer. He said, finally,

that the accreditation delay could have a potential impact on enrollment. President Avent said that in terms of benefits associated with the delay, the University would have much more assessment data which would make its application stronger, thereby significantly reducing risk in the accreditation decision. Dr. Avent said that, with the delay, the University would have the full year of 2017 to get accreditation, thereby significantly reducing the risk to the student. He said that it would also allow the University more time to respond to any comments that SACS may have, and that it would allow the University more time to put more policies in place.

Following President Avent's presentation, Chair Link asked Committee members and other Board members if they had questions and observations.

Governor Doyle questioned whether the University had clarity on the accreditation impediments prior to February and whether the Board should have known that there was going to be a problem before that date. He said that his main concern was whether the University should be indicating that accreditation was achievable by December 2017 and, once again, setting an unachievable goal. President Avent responded that the University didn't find out about the impediment until February. He said that it was a combination of policies and also a federal agency other than SACS that caused the impediment. He said, further, that the University had never promised accreditation on any schedule.

Governor Valverde said that the University should consider, either financially or in-kind, how it would keep students financially whole who might be affected. President Avent said that there was only one student who would be impacted, and that the University was going to work with her. He said that there would be no financial impact on other students other than not getting income.

Governor Colson had questions regarding future enrollments. He noted that the long-term projections for the University was 5,000 students. He asked whether this enrollment was achievable in the next ten years. President Avent said that the very long-term goal was 5,000. He said that the University currently had facilities for only 1,600 or 1,700, and so the University would have to stay at that enrollment until three more buildings could be built, at which time the enrollment could begin increasing toward 5,000. Governor Colson asked whether the University would be able to attract students with the necessary SAT scores and grade point averages. President Avent said that the University was attempting to raise grade point averages as well as test scores. He said that the University was looking for a specific type of student, and that he didn't know whether the 5,000 figure was attainable. He said that the University would need to attract international and out-of-state students.

Governor Kuntz said that he couldn't help but be disappointed. He said that he felt as if the Board was learning something now that it should have known a long time ago so

that it could be articulated that the state-mandated deadline couldn't be met. He said that the Board and the University's students had been hearing that the University was on-track to receive accreditation by the end of 2016 and that now it is clear that it is not. He said that the Board should have known of this long before. He said that, if he understood the President's explanation, then accreditation in 2016 was impossible for a number of reasons. He said that it was disappointing and that the Board should have been informed. President Avent said that the University was disappointed as well and that the cause was not due to a specific policy but to a combination of policies that also involved another federal agency. He said that he couldn't speculate as to why the University didn't know before the end of February. Governor Kuntz said that the University could have found out two years ago. President Avent said that this was true if the right person had been involved.

Governor Kuntz then turned to the subjects of enrollment and cost per degree. He noted that the original cost per degree was approximately \$70,000. President Avent said that, with increased enrollments, the cost per degree had gone down by 50% and that it would go down even further. Governor Kuntz requested that, for the Committee's next meeting, the University provide an assessment of cost per degree for the next few years. Governor Colson said that he was not wedded to 5,000 students. He said that if the most appropriate enrollment was 2,500 he would prefer to have that discussion now rather than to be told in year seven that the 5,000 was not achievable.

Governor Frost had a number of questions regarding international students, whether faculty were leaving due to lack of accreditation, student to faculty ratio, and fundraising goals. President Avent said he believed that the lack of accreditation had slowed down applications from international and out-of-state students. He indicated that faculty had not left due to accreditation issues, and that the student-to-faculty ratio was 18 : 1. He said that a fundraising goal was set on a yearly basis.

With respect to accreditation, Governor Tripp said that the Board didn't know that it was skating on thin ice. He said that the Board had been given the impression that the accreditation process was going just the way it should and that he was disappointed to now hear that it wasn't. He said that because this was such a large undertaking for Florida and for the students, the Board could not afford to not know exactly the status. He said that if the right questions had been asked, SACS would have provided answers. Governor Tripp said that he was disappointed. He suggested that President Avent reassess the University's staff responsible for accreditation so that the Board would not receive a similar report again.

Governor Robinson asked for clarification regarding faculty hires. President Avent said that the University currently had 39 full-time faculty and 24 adjuncts. He said that the University had a goal of hiring up to 70 faculty over the next two years. He said that the University had recently made six offers, and six have verbally accepted.

Governor Beard asked whether a large number of students would be affected if the University didn't get accredited in 2017. President Avent said that it would not affect a large number of students. Governor Link said that, in her opinion, the accreditation status was affecting students. She said that, when a timeline is disseminated and published, most people are going to think that, as a state university, the timeline is accurate.

Chancellor Criser said he would like his staff to meet with the University's staff. He said that the dashboard is important and that now is a good time to ensure that the dashboard is tracking the right issues. He said that he couldn't speak to when the University was going to get accredited, but that the Board needed to understand whether there are any roadblocks between the University's ability to ask SACS to consider accreditation. He said that he had seen the explanation for the delay provided by the University and that it appeared as if the SACS policy had always existed. He said that it was hard for him to understand why the University's consultant wouldn't have understood that this was an issue from the very beginning. He said that the issues related to the delay didn't appear to be new information; rather, that they appeared to be a new understanding of existing information.

Governor Link said it was her understanding that one other institution had achieved SACS accreditation on an accelerated timeline. President Avent said that there is one institution that received accreditation in two and a half years, but that it had already existed and was already operating. He said, therefore, Florida Polytechnic University was attempting to do in one and a half years what the other institution did in two and a half years. Governor Link said she was concerned that, because accreditation is Florida Polytechnic University's number one priority, the University should have immediately reached out to that institution to understand the process and how its accreditation had been achieved.

Governor Link said she was concerned that there was not a policy change by SACS. She said these policies were not new and that nothing had changed. She said that, accordingly, accreditation was never something that could be accomplished in the mandated timeframe. She said that this concerned her a great deal. She said that it bothered her that the University's attempt to achieve accreditation by December 2016 had been published and talked about since she has been on the Board. Chair Link said that this is what had been conveyed to students, to the University's Board of Trustees, and to the Board of Governors even though it had never been possible. Chair Link said that she wanted to know why the University's consultant did not have this information.

Governor Link then said that she was concerned about enrollments. She said that she believed the accreditation status would have an effect on enrollment. She said that she had been advised that there were a number of students who may be transferring

because they are uncomfortable with the accreditation status. President Avent said that he knew of only one such student.

Governor Kuntz recommended that the University, working with Board staff, revisit the dashboard so that it reflected where the University was, what could go wrong, and answered the questions posed by Board members.

4. Closing Remarks and Adjournment

There being no further business to come before the Committee, Governor Link adjourned the meeting at 9:48 a.m.

Wendy Link, Chair

R.E. LeMon,
Associate Vice Chancellor,
Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
June 22, 2016**

SUBJECT: Florida Polytechnic University Implementation Update and Progress Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In 2012, the Legislature created and Governor Scott signed legislation establishing Florida Polytechnic University. 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 enrollment of 1,244, with at least 50 percent of that FTE in STEM fields and 20 percent in programs related to STEM 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 enrolled its first students in Fall 2014.

Vice Chancellor Ignash will provide information with respect to a revised Monthly Update template that includes Board Staff observations and/or assessments.

Representatives from Florida Polytechnic University will provide remarks and respond to any questions from the Select Committee concerning the institution's latest progress update, including accreditation, student enrollment, faculty recruitment, curriculum development, scholarship support, and budget and facilities.

Supporting Documentation Included: Progress Report

Facilitators/Presenters: Dr. Jan Ignash
Dr. Randy K. Avent



Monthly Update to the Select Committee on Florida Polytechnic University

Implementation Tracking Report (May 2016)

Implementation Status Summary			
Criteria	Directives	Completed	Good Progress
A. STEM Academic Programs	5	5	✓
B. Student Enrollment	4	2	2
C. Administrative Capability	2	2	✓
D. Accreditation	14	5	4 (5 dependent on SACSCOC)
E. Discipline Specific Accreditation	1	1	✓
F. Facilities & Construction	3	3	✓
TOTAL	29	18	6

Legend:	✓ Completed	● Good Progress	● Slow Progress	● Poor Progress
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Criterion A – Initial Development of New STEM Programs		
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator
A1 - New degree program proposals approved by the Florida Polytechnic university Board of Trustees	January 2014: COMPLETED - Program proposals were considered and approved by the Academic Affairs Committee of the Florida Polytechnic University Board of Trustees.	✓
A2 - New degree program proposals reviewed by BOG staff for inclusion in the SUS Academic Degree Program Inventory.	February 2014: COMPLETED – BOG has accepted the new degree program proposals and entered them into the SUS Academic Degree Program Inventory.	✓
A3 – Prerequisite courses approved by the Oversight Committee of the Articulation Coordinating Committee (ACC) and the ACC itself.	July 2014: The Oversight Committee voted to approve the University's prerequisite courses. The ACC approved the University's prerequisite courses on June 28, 2014.	✓
A4 – All college credit courses are entered into the Statewide Course Numbering System.	<p>July 2014: All courses have been approved by the Statewide Course Numbering System. DOE has begun entering the University's courses in the Common Course Numbering System.</p> <p>August 2014: Courses continue to be input into the Common Course Numbering System.</p> <p>September 2014: Courses have been input into the Common Course Numbering System.</p>	✓
A5 – Program faculty and general education faculty are in place.	<p>July 2014: Sufficient program faculty are in place to develop curricula. We have hired 23 of 25 fulltime faculty¹. Fifteen adjunct faculty have been selected and ten have been signed.</p> <p>August 2014: Ten of the 15 selected adjunct faculty have been signed.</p> <p>September 2014: COMPLETED All full-time and adjunct faculty have been hired (23 full-time and 18 adjunct). Additional faculty continue to be hired in preparation for additional students.</p>	✓

¹Florida Poly needs 25 instead of 30 fulltime faculty because of a higher than projected number of freshmen admitted.

Criterion B – Enrollment of 1,244 FTE			
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator	Board Staff Progress Indicator
B1 – Total students enrolled	<p>Spring 2016 (Census): Total Students – 911</p> <p>Persistence Rate – 93.3% (Spring 2015 persistence was 93.7%)</p> <p>New Students – 46 (Undergraduate: 45; Graduate: 1)</p> <p>Gender – Male 86% Female 14%</p> <p>Race/Ethnicity – American Indian 0.4%; Asian 4.3%; Black or African American 5.0%; Hispanic 17.9%; Native Hawaiian 0.4%; Non-Resident Alien 0.7%; Two or More Races 1.8%; White 64.4%; Not Reported 3.1%</p> <p>Residency – In-State 888 (97%); Out-of-State 23 (3%)</p> <p>Total Credit Hours – 12,411 (Undergraduate: 12,166; Graduate: 245)</p> <p>Average Credit Load – 13.6 (Undergraduate: 13.9; Graduate: 6.8)</p> <p>Credit Load Status – Full Time 849 (93%); Part Time 52 (7%)</p>	●	
B2 – Number of completed applications received	<p>February 2014: 2,846 (exceeds the goal for applications)</p> <p>July 2014: 2,983 (as of July 30th, 2014; 119% of goal for number of applications)</p> <p>Spring 2015: 241</p> <p>Fall 2015 (as of July 30, 2015): 2,255</p>	✓	
B3 – Number of students admitted	<p>February 2014: 922 (90% of the goal to be admitted)</p> <p>July 2014: 1,029 (100% of the goal for the number of students expected to be admitted)</p> <p>Spring 2015: 58 (Goal Met)</p> <p>Fall 2015 (as of July 30, 2015): 1,117</p>	✓	
B4 –Actual enrollments in each degree program.	<p>Spring 2016 (Census):</p> <p>Computer Engineering – 150 (16%)</p> <p>Electrical Engineering – 92 (10%)</p> <p>Mechanical Engineering – 209 (23%)</p> <p>Advanced Technology – 38 (4%)</p> <p>Computer Science & Information Technology – 354 (39%)</p> <p>Science & Technology Management – 32 (4%)</p> <p>Engineering (MS) – 13 (1%)</p> <p>Innovation & Technology (MS) – 23 (3%)</p>	●	

Criterion C – Administrative Capability		
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator
C1 – Capability to administer financial aid, admissions, and student support.	Fall 2014: Florida Polytechnic University has established offices for financial aid, admissions and student services.	✓
C2 – Capability to administer information technology, and finance & accounting with internal audit function.	Fall 2014: Florida Polytechnic University has a shared services agreement with UF and has hired an Executive Budget Director and a CIO.	✓

Criterion D – Accreditation					
Activity	Necessary Action by SACSCOC or by University	Estimated Completion Date	Actual Completion Date	FPU Progress Indicator	Board Staff Progress Indicator
D1 – Pre-Application Workshop (optional)	The institution attended an optional pre-application workshop.	December 2013	December 2013	✓	
D2 – Submit pre-application for regional accreditation	<p>The institution engaged a technical advisor to assist with preparing the application for regional accreditation.</p> <p>The initial application was submitted to the regional accreditation agency.</p> <p>Additional assessment evidence was submitted to the regional accreditation agency as planned.</p> <p>The institution received a SACSCOC request for application updates with a turn-around by August 2015. Dr. Belle Wheelan president of SACSCOC, addressed the institution's BOT at its June 4, 2015 meeting.</p> <p>The institution submitted an updated application to SACSCOC.</p>	December 2014	December 2014	✓	
D3 – Regional Accreditor Candidacy site visit	A SACSCOC Candidacy site visit was scheduled and conducted.	March 2016	March 2016	✓	
D4 – Candidacy Committee submits report to SACSCOC Board	The Candidacy Committee submitted its report to the SACSCOC Board.	March 2016	March 2016	✓	
D5 – Institution responds to Candidacy Report	The institution responded to the Candidacy Report.	This activity was waived by the University		✓	
D6 – SACSCOC Board makes candidacy determination	The SACSCOC Board will make a candidacy determination.	June 2016		●	
D7 – Institution submits Compliance Certification to SACSCOC	The institution will submit Compliance Certification to SACSCOC.	December 2016		●	
D8 – SACSCOC Staff site visit	SACSCOC staff will conduct a site visit.	January 2017			
D9 – Committee Chair site visit for Initial Accreditation	The Committee Chair will conduct a site visit for Initial Accreditation.	January 2017			

D10 – Committee site visit for Initial Accreditation	A Committee will make a site visit for Initial Accreditation.	February 2017		●	
D11 – Committee report for Full Initial Accreditation sent to Institution & SACSCOC Committee on Compliance and Reports	A Committee report for Full Initial Accreditation will be sent to the institution and to the SACSCOC Committee on Compliance and Reports.	March 2017			
D12 – Institution responds to Full Initial Accreditation Committee Report	The institution will respond to the Full Initial Accreditation Committee Report.	August 2017			
D13 – Committee Report for Full Initial Accreditation, institution response, Committee Chair review of institution response sent to SACSCOC Board	The Committee Chair will review the institution’s response. The Committee Chair’s review of the institution’s response will be sent to the SACSCOC Board.	October 2017			
D14 – SACSCOC Board makes determination for Full Initial Accreditation	The SACSCOC Board will make a determination for Full Initial Accreditation.	December 2017		●	

Criterion E – Seek Discipline Specific Accreditation		
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator
E1 – Contact discipline specific accrediting bodies.	<p>Spring 2015: Although program (ABET) accreditation cannot be sought until regional accreditation is achieved, as regional accreditation requirements are being addressed these requirements also address ABET requirements.</p> <p>March 2016: Contacted ABET to discuss their accreditation process. We will continue to develop our programs to support ABET accreditation as we proceed through the SACSCOC accreditation process.</p>	✓

Criterion F – Facilities and Infrastructure		
Statutory Due Date: 12/31/2017 (per 2016 legislature)		Progress Indicator
F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.	December 2014: COMPLETED	✓
F2 – Complete the Residence Hall for 241 students.	September 2014: COMPLETED - Construction is complete and all 241 beds are occupied as of the target move-in date of August 20, 2014.	✓
F3 – Complete the Phase I of Wellness Center and other site facilities or infrastructure.	Fall 2014: COMPLETED - The Wellness Center, Phase I is complete and operating as of the target date of August 20, 2014. It includes cafeteria, bookstore, exercise equipment, student services offices.	✓

Facilities

Construction of Florida Poly's first building, the Innovation Science and Technology building (IST) is within budget and opened as planned for classes on August 25, 2014. The total appropriation for constructing the campus is \$134 million with \$60 million of that targeted for the IST.

Table 6: Facilities Construction Project Final Budgets, Costs, and Balances (June 2016) (In Millions)

Component	Progress	Budget (Feb. 2014)	Budget (Revised March 2014)	Final Funded Budget (June 2015)	Final Total Expenses / (Costs)	Balance (June 2015)
IST Building	Completed	\$78.3	\$60.0 ¹	\$60.0	\$59.7	\$0.4
Site and Infrastructure Reimbursement by Donor	Completed	40.0	40.0	33.1 ⁵	33.1	0.0 10.0 ⁷
Engineering, Design, Land, and other soft costs	Completed	-	22.0 ²	20.8	20.7	0.1
Campus Control Center	Completed	3.5	3.9	3.9	3.9	0.0
Classroom, laboratory-furniture, fixtures & equipment	Completed	7.0 ³	.4			
Contingency	NA	1.9	2.9	-.6		
Total Original Projects		\$134.4	\$128.8^{6,8}	\$117.88	\$117.4	\$10.4
Admissions Center	Completed	-	1.3	1.3	1.3	0.0
Housing Utilities and Integration	Completed	-	1.2	1.2	1.2	0.0
Wellness Center – Phase 1	Completed	-	4.5	4.5	4.5	0.0
Perimeter Fencing	Completed	-	0.4	0.4	0.4	0.0
Total All Projects		\$134.4	\$136.2	\$125.2	\$124.8	\$10.4

¹ Budget (\$18.3 M) was moved to a separate budget line entitled Engineering, Design, Land and other soft costs.

² \$3.7 M of land related costs were erroneously left out of initial report and is now included in the line for Engineering, Design, Land and other soft costs, bringing the total for this budget center to \$22.0 M.

³ BOT increased budget in 2014 so the University could place a cell phone signal amplification system at the Campus Control Center which enhanced the cell phone reception within each of the buildings on the main campus.

⁴ \$7 M was originally budgeted to be spent on classroom and laboratory furniture, fixtures & equipment. \$1 M was moved back to the overall Contingency line item. Ultimately, \$6 M of assets were purchased, and the funding came from the State of Florida's Consolidated Equipment Financing Program and the University's operating funds. No construction funds were used.

⁵ BOT elected to not move forward with the certain infrastructure development (nor fund) on portions of the southern half of the main campus during the construction of the initial campus facilities, opting to defer development until a later date. This election reduced the budget and funding necessary to open the campus from \$40.0 M down to \$33.1 M. This is the budget which was ultimately funded.

⁶ Contingency budget funding for main campus construction was deemed in 2014 to not be necessary, and therefore never became a funded budget line item. No construction funds were used.

⁷ \$10 million was received as a donation from Polk County to Florida Polytechnic University pursuant to the Inter-local Funding, Construction and Maintenance Agreement with Polk County dated September 15, 2010, as amended. The funds donated by Polk County to Florida Polytechnic University pursuant to the Agreement were unrestricted as to use because they were a donation for campus development purposes – specifically the construction of Polytechnic Circle – that were initially paid from carry forward dollars by the University pursuant to Section 1013.74, Florida Statutes. That \$10 million together with \$400,000 of other previously unused construction funds of totaled \$10,400,000. Of that amount; \$2,437,766 was spent on various campus construction projects. \$1,067,826 of the funds were applied to scholarships. \$977,632 of the funds were utilized for the purchase of the Florida Polytechnic University president's house (approved by the Board of Trustees at its August 20, 2015 meeting). As such, there is a fund balance in the amount of \$5,916,766 that is unrestricted and available for various University projects.

The University received in March 2015 approval from the Board of Governors for a 529 bed housing project to be developed on campus using a Public-Private Partnership. This second residence hall project is also being developed by Vestcor, the winner of the public solicitation process. Construction began in June of 2015 and the facility is scheduled to open July 2016.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
June 22, 2016**

SUBJECT: Florida Polytechnic University Cost Per Degree

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the Select Committee on Florida Polytechnic University's March 17, 2016 meeting, the University was directed to provide information with regard to cost per degree. Florida Polytechnic University representatives will provide information with regard to cost per degree, including a comparison between the University's cost per degree and the cost per degree at other institutions of the State University System.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Randy K. Avent



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Budget and Finance Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 22, 2016
2:00 p.m. - 2:45 p.m.

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Members: Colson, Doyle, Hebert, Huizenga, Kuntz, Tripp

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

2. **Minutes of Committee Meeting** **Governor Lautenbach**
Minutes, March 16, 2016

3. **Performance-Based Funding Allocation** **Mr. Tim Jones**
*Vice Chancellor for
Finance and Administration*

4. **2017-2018 Legislative Budget Request Guidelines** **Mr. Jones**

5. **Public Notice of Intent to Amend Board of** **Mr. Jones**
Governors Regulations
 - Regulation 7.001 Tuition and Associated Fees
 - Regulation 7.003 Fees, Fines and Penalties
 - Regulation 7.008 Waivers and Exemptions of Tuition and Fees
 - Regulation 9.007 State University Operating Budgets

6. **Public Notice of Intent to Create Board of Governors Regulations** **Mr. Jones**
 - Regulation 5.001 Performance-Based Funding
 - Regulation 7.007 Latin American and Caribbean Scholarship Eligibility
7. **Market Tuition Rate Program** **Mr. Jones**
8. **Concluding Remarks and Adjournment** **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Minutes of Committee Meeting held March 16, 2016

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on March 16, 2016.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on March 16, 2016 at the University of West Florida.

Supporting Documentation Included: Minutes: March 16, 2016

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
MARCH 16, 2016

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

Mr. Ned Lautenbach, Chair, convened the meeting of the Budget and Finance Committee at 4:03 p.m. Members present for roll call were Dean Colson, Tonnette Graham, Wayne Huizenga, Jr., Tom Kuntz, Alan Levine, and Norman Tripp. Other board members present included Dick Beard, Pat Frost, and Wendy Link.

1. Call to Order

Mr. Lautenbach called the meeting to order.

Mr. Lautenbach highlighted some of the budget decisions that came out of the legislative session that ended Friday.

- \$4.7 billion appropriation (5% increase in the E&G base budget) for the SUS. This includes state appropriations and projected tuition revenues and represents a continued investment in our system.
- In 2013-14, the state had invested \$2.3 billion in state appropriations (state funds, not tuition). This year it is \$2.77 billion; up almost 20% (\$500 million) over the last 4 years.
- \$75 M in new performance funding, bringing the total state investment of \$225 M.
- \$30 M for preeminent and emerging preeminent universities.
- \$465,000 for Johnson Matching scholarships that was included in our request.
- \$1.5 M for the integrated library system that was included in our request.
- \$60 M for various other university projects.

Mr. Lautenbach thanked Mr. Hosseini and Mr. Kuntz for their hard work during the legislative session.

2. Approval of January 21, 2016 Committee Meeting Minutes

Mr. Kuntz moved that the Committee approve the minutes of the meeting held on January 21, 2016 as presented. Mr. Tripp seconded the motion, and members of the Committee concurred.

3. 2016-2017 Calendar of Primary Activities

Mr. Lautenbach review the Committee's meeting schedule and primary activities scheduled for the next two years.

4. Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2016-2017 Operating Budgets

Mr. Lautenbach asked Mr. Tim Jones to provide present this item.

Mr. Jones stated that Section 1010.60, Florida Statutes, authorizes the issuance of bonds to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety days preceding the beginning of the fiscal year. Staff has reviewed the income and expenditure statements for the seven universities identified in the packet and there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2016-2017.

After discussion, Mr. Colson moved that the Committee approve the auxiliary operating budgets as submitted. Mr. Huizenga seconded the motion, and members of the Committee concurred.

5. Public Notice of Intent to Amend Board of Governors' Regulation 7.008 - Waivers and Exemptions of Tuition and Fees

Mr. Lautenbach asked Mr. Tim Jones to provide present this item.

Mr. Jones stated that the current regulation limits waivers provided to students who were in the custody of the Department of Children and Family Services and students who lack a fixed, regular, and adequate nighttime residence to 120 hours for any undergraduate degree. This limitation was consistent with many other waivers or exemptions provided in statute and Board regulation. However, in discussions with the universities and other parties clarification is needed on the statutory intent of these two

programs and whether a limitation applies to the number of credit hours that can be taken. On December 14, 2015 the Board Office notified universities to forgo the limitation identified in this regulation until further clarification is obtained.

Mr. Colson moved that the Committee approve the auxiliary operating budgets as submitted. Mr. Levine seconded the motion, and members of the Committee concurred.

6. Performance Based Funding Model

Mr. Lautenbach noted that the State has continued to invest in the Board's performance funding model by appropriating an additional \$75 million, bringing the total State investment to \$225 million. The Legislature has also passed legislation codifying the model in statute. Mr. Lautenbach asked Mr. Jones to go over these items along with the latest points based on the accountability report that will be discussed during the Strategic Planning Committee.

Mr. Jones walked the Committee through the PowerPoint slides presenting the points distribution based on 100 points. Mr. Jones highlighted the progress FAU has made going from the bottom three in year one to the top three in year three. He also highlighted the improvements being made by FAMU and the stretch metric that UF has identified as they work to increase their research profile among AAU institutions.

Committee meetings applauded FAU on the progress they have made. President Kelly said it was truly a team effort and focus by the entire campus on improving.

Mr. Lautenbach stated that we have come a long way since the Board approved this model in January 2014. We are seeing great progress by many of the universities on the metrics, but there is still a lot of work to be done. Once the budget is signed by the Governor, we will look at the allocation of the performance funds and consider that at a future meeting.

7. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 4:20 p.m.

Tim Jones, Vice Chancellor
Finance and Administration

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Performance-Based Funding Allocation

PROPOSED COMMITTEE ACTION

The Committee will consider a change to the 2015-2016 performance funds allocation and the allocation of performance funds for the 2016-2017 fiscal year.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Approved Performance Funding Model

BACKGROUND INFORMATION

There are two items for discussion regarding performance-based funding:

First, the Board approved an allocation of the 2015-2016 performance funds in June, 2015. A recent review of the Academic Progress Rate data (Metric 5) used in performance funding identified a programmatic error that impacted four universities (FIU, FSU, USF and UWF) that resubmitted data to the Board's Information Resource Management office in early 2015. This programmatic error led to the overstatement of the Academic Progress Rate for these four universities. The corrected Progress Rate for FIU impacts the calculated performance-based funding points for the current year distribution. The other three universities are not impacted. We have attached the calculations for your information.

Previous rankings for the top three schools (in this case top four schools due to a tie) were UF (44), USF (42), FIU (39) and UCF (39). With corrected data and a recalculation of points, the new scores are UF (44), USF (42), UCF (39) and FIU (37). FIU drops out of the top three and therefore is ineligible for the additional performance funds calculated as part of the model.

FIU received an original allocation of \$18,599,436, however, using their corrected data, their allocation should have been \$16,251,603, a difference of \$2,347,833. These funds should have been allocated to the top three universities in accordance with the model. Attached is a summary of the corrected PBF allocation for the 2015-2016 fiscal year.

Second, the 2016 General Appropriations Act includes \$500 million for Performance-Based Incentives. This includes \$225 million in state investments, plus \$275 million in institutional investments to be distributed pursuant to the Board's performance-based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned based on metrics included in the Accountability Report provided to the Board at the March meeting.

Supporting Documentation Included: 1. Year 2 correction of Academic Progress Rate
2. Year 2 Allocation Correction
3. Year 3 - 2016-2017 Allocation

Facilitators/Presenters: Mr. Tim Jones

2015-2016 Performance-Based Funding Adjustment

A review of the Academic Progress Rate data (Metric 5) used in performance funding for the 2015-2016 year identified a programmatic error that impacted four universities (FIU, FSU, USF and UWF) that resubmitted data to the Board's Information Resource Management office in early 2015. This programmatic error lead to the overstatement of the Academic Progress Rate for these four universities. However, since decimals were not prevalent in the calculations for this year, only FIU was impacted.

	2012-13	2013-14		
	FINAL	ORIGINAL	REVISED	CHANGE
FAMU	69%	70%	70%	0%
FAU	68%	66%	66%	0%
FGCU	70%	72%	72%	0%
FIU	75%	79%	77%	-2%
FSU	89%	91%	91%	0%
NCF	81%	80%	80%	0%
UCF	85%	85%	85%	0%
UF	96%	95%	95%	0%
UNF	76%	78%	78%	0%
USF	85%	85%	85%	0%
UWF	61%	65%	65%	0%
SUS	83%	84%	84%	0%

FIU: Should have only received 2 improvement points instead of 4. This reduces their total score by 2 (from 39 to 37). This would drop them out of a tie with UCF for third.

FSU: no impact on points.

USF: no impact on points.

UWF: no impact on points.

Florida Board of Governors
 Performance Based Funding Allocation of State Investment
 2015-16
 To be considered June 2016

	Original Points	Original Allocation of State Investment		New Points	New Allocation of State Investment	Difference
FAMU	26	\$0		26	\$0	\$0
FAU	37	\$11,366,318		37	\$11,366,318	\$0
FGCU	38	\$4,940,666		38	\$4,940,666	\$0
FIU	39	\$18,599,436		37	\$16,251,603	(\$2,347,833)
FSU	36	\$24,945,913		36	\$24,945,913	\$0
NCF	35	\$0		35	\$0	\$0
UCF	39	\$23,096,767		39	\$23,829,291	\$732,524
UF	44	\$30,598,527		44	\$31,424,964	\$826,437
UNF	36	\$6,947,962		36	\$6,947,962	\$0
USF	42	\$23,627,973		42	\$24,416,845	\$788,872
UWF	37	\$5,876,438		37	\$5,876,438	\$0
Total		\$150,000,000			\$150,000,000	

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: 2017-2018 Legislative Budget Request Guidelines

PROPOSED COMMITTEE ACTION

Approve the 2017-2018 Legislative Budget Request (LBR) guidelines for the operating budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

In order to maintain the schedule for developing the LBR in a timely manner, the Board needs to approve a set of policy guidelines for the development of the 2017-2018 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2017-2018 operating and fixed capital outlay LBR at the September 2016 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR** - These are the primary changes:
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.
 - b. Adds a request for consideration of funding support for the annual costs of the State Fire Marshalls inspection of university facilities.
 - c. Adds a request for consideration of funding support for Campus Health, Safety and Security initiatives.

- II. **Fixed Capital Outlay LBR** - This is the primary change:
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.

Supporting Documentation Included: 2017-2018 LBR Guidelines

Facilitators/Presenters: Mr. Tim Jones



State University System of Florida Board of Governors 2017-18 Legislative Budget Request Development Policy Guidelines

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2017-2018 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs - This policy addresses the funds needed to continue existing programs:
 - a. Plant operations and maintenance for new and existing buildings -
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2016-2017;
 - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2017-2018.



- b. Annual Fire Safety Inspection Fees –
 - i. Funds will be requested to cover the annual costs of the State Fire Marshalls inspection of university facilities.
2. Performance Funding – Funding will be requested based on the Board’s performance funding model.
3. Task Force Reports, Studies, and Strategic Plans – Consideration will be given to initiatives recommended in any reports, studies or strategic plans and endorsed by the Board.
4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources. System initiatives developed by the universities should be vetted by the appropriate SUS council before being recommended to the Board.
5. Campus Health, Safety and Security – Consideration will be given to initiatives that support or enhance student health, ensure the safety of students, faculty and staff, and secures the campus to promote a safe learning environment.

The following represents the timeline for submission of the SUS 2017-2018 LBR for operations:

- June 23: Board approves the LBR Policy Guidelines
- May – July: Chancellor provides guidance to the universities on the development of system and university LBR issues
- August 1: System issues are submitted by the appropriate SUS council
- Sept. 22: Board approves the operating LBR
- Oct. 15.: Operating LBR is submitted to the Governor and Legislature
- Oct. 18: Budget and Finance Committee Workshop to discuss potential changes to the performance funding model
- Nov. 3: Board evaluates amendments to the LBR
- Feb. 2017: Amended LBR is submitted to the Legislature and Governor after release of the Governor’s budget recommendations



Fixed Capital Outlay Funds:

The university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended PECO projects in the following priority order¹:

1. Maintenance Projects
 - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes.
 - b. Critical Deferred Maintenance.
2. System and Continuation Projects
 - a. Projects funded by the legislature in the amount and in the year as last included on the Board adopted three year list.
 - b. Projects funded by the Legislature, but not on the Board adopted three year list.
 - c. Projects that require additional funding to complete.
3. Renovation Projects
 - a. Utilities/infrastructure/capital renewal/roofs needs.
 - b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation. (Major named projects)

¹ Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.



4. Strategic Projects
 - a. Land or building acquisition in accordance with university board of trustees adopted master plans.
 - b. New facilities, as needed to meet instructional and support space needs.

5. Legislative Authorizations
 - a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.

The following represents the timeline for submission of the SUS 2017-2018 Fixed Capital Outlay LBR:

- April 30: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs
- June 23: Board approves the LBR Policy Guidelines
- August 1: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required
- Sept. 22: Board approves the fixed capital outlay LBR
- Oct. 15: Fixed capital outlay LBR is submitted to the Governor and Legislature
- Oct. 18 Facilities Committee Workshop. The Committee will meet with university staff to review projects
- Jan. 26, 2017: Board evaluates amendments to the LBR
- February: Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.001
Tuition and Associated Fees

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.001
Tuition and Associated Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

This regulation is being amended to incorporate the changes in House Bill 7019 that
eliminated the statutory authority to delegate increases in tuition for graduate and
professional programs or the out-of-state fees for all programs. Language is also
provided on the minimum information that is to be submitted to the Board.

The regulation is also amended to require any increases in tuition rates for approved
market tuition programs to be considered by the Board.

The draft amended regulation was shared with the universities for comments.

If approved, the amended regulation will be noticed on the Board's website for 30 days
with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Amended Regulation 7.001

Facilitators/Presenters: Mr. Tim Jones

7.001 Tuition and Associated Fees

(1) All students shall pay tuition and associated fees, unless waived pursuant to Regulation 7.008, as authorized by the Board of Governors or its designee.

(2) Tuition shall be defined as the basic fee assessed to students for enrollment in credit courses at any of the state universities. Non-resident tuition shall be defined as the basic fee and out-of-state fee assessed to non-resident students for enrollment in credit courses at any of the state universities. The out-of-state fee is the additional fee charged to a non-resident student. The non-resident tuition must be sufficient to offset the full instructional cost of serving the non-resident student. Calculations of the full cost of instruction shall be based on the university average of the prior year's cost of programs using the expenditure analysis.

(3) Undergraduate tuition per credit hour shall be established pursuant to law.

(4) The Board of Governors ~~Each university board of trustees may~~ establish set tuition for graduate, including professional, and professional programs, and out-of-state fees for all programs pursuant to law.

(a) The university board of trustees may submit a proposal to establish tuition or increase tuition for existing graduate and professional programs, or out-of-state fees pursuant to law. The proposal shall be in a format and submitted by a deadline designated by the Chancellor, and include at a minimum:

1. The program or programs for which the proposed tuition rate will be assessed;
2. The current and proposed tuition rate for the program or programs;
3. The purpose of the proposed tuition rate;
4. The estimated revenue to be generated as a result of the proposed tuition rate; and
5. Identification of how the revenues from the proposed tuition rate will be utilized to support students and the mission of the university.

(5) Associated fees shall include the following fees:

- (a) Student Financial Aid Fee;
- (b) Capital Improvement Fee;
- (c) Health Fee;
- (d) Athletic Fee;
- (e) Activity and Service Fee;
- (f) Non-Resident Student Financial Aid Fee, if applicable;

- (g) Technology Fee;
- (h) Other fees approved by the Board of Governors pursuant to Regulation 7.003(24); and
- (i) Tuition Differential.

(67) Students shall pay tuition and associated fees or make other appropriate arrangements for the payment of tuition and associated fees (installment payment, deferment, or third party billing) by the deadline established by the university for the courses in which the student is enrolled, which shall be no later than the end of the second week of class.

(78) Registration shall be defined as the formal selection of one or more credit courses approved and scheduled by the university and tuition payment, partial or otherwise, or other appropriate arrangements for tuition payment (installment payment, deferment, or third party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(89) Tuition and associated fees liability shall be defined as the liability for the payment of tuition and associated fees incurred at the point at which the student has completed registration, as defined above.

(910) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(101) Each student enrolled in the same undergraduate college-credit course more than twice shall pay tuition at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. The university may review and reduce these fees paid by students due to continued enrollment in a college-credit class on an individual basis contingent upon the student's financial hardship. For purposes of this paragraph, first-time enrollment in a class shall mean enrollment in a class fall semester 1997 or thereafter. Calculations of the full cost of instruction shall be based on the systemwide average of the prior year's cost of undergraduate programs in the state university system using the expenditure analysis.

(113) A university board of trustees may submit a proposal for a block tuition policy to the budget committee for consideration. The proposed block tuition policy for resident undergraduate or graduate students shall be based on the per-credit hour tuition amount. The proposed block tuition policy for nonresident undergraduate or graduate students shall be based on the per-credit-hour tuition

and out-of-state fee amount. The block tuition policy can only be implemented beginning with the fall term.

(a) The proposal shall be submitted in a format designated by the Chancellor and include at a minimum:

1. An explanation of the process used to determine the block tuition ranges.
2. An explanation of how the university will ensure that sufficient courses are available to meet student demand.
3. A description of how the policy is aligned with the mission of the university.
4. A declaratory statement that the policy does not increase the state's fiscal liability or obligation.
5. An explanation of any proposed restrictions, limitations, or conditions to be placed on the policy.
6. A clear statement that any student that is a beneficiary of a prepaid tuition contract, purchased prior to the first fall term in which the block tuition is implemented, will not be included in any block tuition policy and will be billed on a per-credit-hour basis. The university shall work with the Florida Prepaid Board to determine how block tuition will be paid for beneficiaries of prepaid tuition contracts after implementation of block tuition. The university shall report the final resolution to the budget committee.
7. An estimation of the economic impact that implementation of the policy will have on the university and the student by identifying the incremental revenue the university anticipates collecting if this policy is implemented and the financial impact on the typical student subject to the policy.
8. A description of any outcome measures that will be used to determine the success of the policy, including but not limited to, time to degree, course load impact, and graduation rates.

(b) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(c) Every five years, the university board of trustees shall review the policy to determine if it has met its intended outcomes and whether the policy should

be continued or modified. The university board of trustees shall submit its findings to the Board.

(124) As a component of the annual university work plan, a board of trustees of a university that has been designated as a preeminent state research university may submit a proposal to the budget committee of the Board of Governors by May 31 of each year to establish an increase in the undergraduate tuition differential to be implemented with the fall academic term. The tuition differential shall promote improvements to undergraduate education and provide financial aid to undergraduate students who have financial need. University boards of trustees shall have flexibility in distributing need-based financial aid awards according to university policies and Board of Governors' regulations.

(a) The aggregate sum of tuition and tuition differential can not be increased by more than 6 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. The tuition differential may be increased if the university meets or exceeds performance standard targets for that university established annually by the Board of Governors for the following performance standards, amounting to no more than a two percent increase for each performance standard: an increase in the 6-year graduation rate for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System; an increase in the total annual research expenditures; and an increase in the total patents awarded by the U.S. Patent and Trademark Office for the most recent three year period.

1. The tuition differential may be assessed on one or more undergraduate courses or all undergraduate courses and may vary by campus or center location.
2. The sum of undergraduate tuition and associated fees per credit hour may not exceed the national average undergraduate tuition and fees at four-year degree granting public postsecondary educational institutions.
3. Students having prepaid contracts in effect on July 1, 2007, and which remain in effect, are exempt from paying the tuition differential.
4. Students who were in attendance at the university before July 1, 2007, and maintain continuous enrollment may not be charged the tuition differential.

(b) The university board of trustees' proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The course or courses for which the tuition differential will be assessed.
2. The amount that will be assessed for each tuition differential proposed.
3. The purpose of the tuition differential.

4. Identification of how the revenues from the tuition differential will be used to promote improvements in the quality of undergraduate education and to provide financial aid to undergraduate students who have financial need.

a. For the purposes of the following subsection,

i. "Financial aid fee revenue" means financial aid fee funds collected in the prior year.

ii. "Private sources" means prior-year revenue from sources other than the financial aid fee or the direct appropriation for financial assistance provided to state universities in the General Appropriations Act.

b. At least thirty percent of the revenue shall be expended to provide need-based financial aid to undergraduate students to meet the cost of university attendance. If the entire 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, the university may expend the excess portion on undergraduate education.

i. Universities shall increase undergraduate need-based aid over the prior year by at least thirty percent of the tuition differential.

ii. This expenditure 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.

iii. If a university's total undergraduate need-based awards does not meet or exceed the sum of the prior year's undergraduate need-based awards plus thirty percent of new tuition differential funds, the university may still be considered in compliance. However, the university shall provide detailed documentation demonstrating that the difference is attributed to a decrease in financial aid fee collections (Regulation 7.003(18)), tuition differential collections, the direct appropriation for student financial assistance in the General Appropriations Act, and/or a decrease in foundation endowments that support undergraduate need-based aid awards.

c. The remaining revenue shall be expended on undergraduate education.

(c) The budget committee shall review each proposal and advise the university board of trustees of the need for any additional information or revision to the proposal. The budget committee will make a recommendation to the Board of Governors.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(e) Each university board of trustees that has been approved to assess a tuition differential shall submit the following information to the Board of Governors General Office in a format and at a time designated by the Chancellor, so that such information can be incorporated into a system report that will be submitted annually to the Governor and Legislature by February 1.

1. The amount of tuition differential assessed.
2. The course or courses for which the tuition differential was assessed.
3. Total revenues generated.
4. Number of students eligible for a waiver as outlined in Regulation 7.008(20), number of these students receiving a waiver, and the value of these waivers.
5. Detailed expenditures (submitted as a part of the August operating budget).
6. Detailed reporting of financial aid sources and disbursements sufficient to meet the requirements in subparagraph (14)(b)4.

(f) Universities must maintain the need-based financial aid revenue generated from the tuition differential in a separate Education and General account, with the revenue budget in the Student and Other Fee Trust Fund.

(g) If, after approval by the Board of Governors, a university determines that modifications need to be made to the monitoring and implementation of the proposed undergraduate improvement programs, the university shall notify the Chancellor.

(135) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree

program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.

(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:

1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.
3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per academic year. During November, 2016, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in (15)(a).

2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
9. A description of any outcome measures that will be used to determine the success of the proposal.
10. In addition, the following information will be included with the proposal:
 - a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
 - b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.
 - c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.
 - d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

- (e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.
- (f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.
- (g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.
- (h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.
- (i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.
- (j) Increases in tuition to an approved market tuition rate program shall be submitted to the Board for consideration.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11, 11-6-14, _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.003
Fees, Fines and Penalties

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.003
Fees, Fines and Penalties.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

This regulation is being amended to incorporate changes made in House Bill 5003
which requires the average of all of the distance learning fees assessed by a university
to not exceed \$30 per credit hour.

This change has been shared with the universities.

If approved, the amended regulation will be noticed on the Board's website for 30 days
with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Amended Regulation 7.003

Facilitators/Presenters: Mr. Tim Jones

7.003 Fees, Fines and Penalties.

(1) The Board of Governors must authorize all fees assessed to students. Accordingly, the specific fees listed in this section, and the tuition and associated fees defined in Regulation 7.001, are the only fees that may be charged for state fundable credit hours without the specific approval of the board, except as authorized in Regulation 8.002. For purposes of clarification, the term "at cost" or "cost" as used in this regulation includes those increased costs that are directly related to the delivery of the goods, services, or programs.

(2) Each university board of trustees is authorized to assess the following fees at the statutory amounts listed:

- (a) Security / Access / Identification Card, Duplicate Security / Access / Identification Card, Fee Card, or Passbook:
 - 1. Annual – cost up to \$10.00.
 - 2. All duplicates – cost up to \$15.00
- (b) Orientation Fee – up to \$35.00.
 - 1. Effective fall 2011, the board of trustees of the University of West Florida may assess a \$50 Orientation Fee.
- (c) Admissions Deposit – Up to \$200. The admissions deposit shall be imposed at the time of an applicant's acceptance to the university and shall be applied toward tuition upon registration and budgeted in the Student and Other Fee Trust Fund. In the event the applicant does not enroll in the university, the admissions deposit shall be budgeted in an auxiliary account of the university and used to expand financial assistance, scholarships, student academic and career counseling services, and admission services at the university.
- (d) Transcript Fee – per item; up to \$10.00.
- (e) Diploma Replacement Fee – per item; up to \$10.00.
- (f) Service Charge – up to \$15.00 for the payment of tuition and fees in installments.
- (g) Audit Registration Fees -- Audit registration assures a course space for the student; however, no grade is awarded. This fee is the same as the tuition and associated fees provided in Regulation 7.001. Budgeting of fee proceeds shall be in the Student and Other Fee Trust Fund.
- (h) Registration of Zero Hours -- Such registration provides for examinations, graduations, use of facilities, etc., when deemed appropriate by the institution. The student is assessed tuition and associated fees for one credit hour. The Zero Credit Fee shall be budgeted in the Student and Other Fee Trust Fund.
- (i) Application Fee -- Individuals who make application for admission to universities within the State University System shall pay a non-refundable Application Fee of not more than \$30.00. The fee shall be budgeted in the

Student and Other Fee Trust Fund. Provisions may be made to waive the application fee as specified by the university.

- (j) Late Registration Fee -- Universities shall assess a Late Registration Fee to students who fail to register before the end of the regular registration period. This fee may also be assessed to students reinstated after their course schedules were cancelled due to non-payment of fees. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Funds and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Registration Fee as specified by the university.
- (k) Late Payment Fee -- Universities may assess a Late Payment Fee to students who fail to pay, or make appropriate arrangements for payment (installment payment, deferment, or third-party billing), of tuition and associated fees by the deadline set by each university. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Fund and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Payment Fee as specified by the university.

(3) Before the board's last meeting of each calendar year, the university board of trustees shall notify the board of any potential increases in fees outlined in subparagraph (2). A university board of trustees may then submit a proposal for an increase in that fee to the Board of Governors' budget committee for consideration by the committee during a June meeting.

- (a) The proposal shall be submitted in a format designated by the chancellor and include at a minimum:
 - 1. The current and proposed increase to the fee and a description of the process used to determine the need for the increase, including any student involvement.
 - 2. The service or operation currently being funded by the fee.
 - 3. An analysis of whether the service or operation can be performed more efficiently to alleviate the need for any increase.
 - 4. The additional or enhanced service or operation to be implemented.
 - 5. Identification of other resources that could be used to meet this need.
 - 6. The financial impact on students, including those with financial need.
 - 7. The current revenue collected and expenditures from the current fee.
 - 8. The estimated revenue to be collected and expenditures for the fee increase.
- (b) The board will act upon the budget committee recommendation at the next scheduled meeting.
- (c) An increase in these fees can only be implemented with the fall term.
- (d) Every five years the university board of trustees shall review the fee increase to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The

university board of trustees shall submit its findings to the board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the chancellor.

- (4) Each university board of trustees is authorized to establish separate activity and service, health, and athletic fees on the main campus, branch campus, or center.
- (a) The fees shall be retained by the university and paid into the separate activity and service, health, and athletic funds. A university may transfer revenues derived from the fees authorized pursuant to this section to a university direct-support organization of the university pursuant to a written agreement approved by the Board of Governors.
 - (b) The sum of the activity and service, health, and athletic fees a student is required to pay to register for a course shall not exceed 40 percent of the tuition. Within the 40 percent cap, universities may not increase the aggregate sum of activity and service, health, and athletic fees more than 5 percent per year or the same percentage increase in tuition, whichever is higher.
 - (c) A university may increase its athletic fee to defray the costs associated with changing National Collegiate Athletic Association divisions. Any such increase in the athletic fee may exceed both the 40 percent cap and the 5 percent cap imposed by this subsection. Any such increase must be approved by the athletic fee committee in the process outlined in subparagraph (4)(d) and cannot exceed \$2 per credit hour.
 - (d) Increases in the health, athletic, and activity and service fee must be recommended by a fee committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term.
 - (e) The student activity and service fee shall be expended for lawful purposes to benefit the student body in general. This shall include, but shall not be limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university without regard to race, sex, or religion. The fee may not benefit activities for which an admission fee is charged to students, except for student-government-association-sponsored concerts. The allocation and expenditure of the fees shall be determined by the student government association of the university, except that the president of the university may veto any line item or portion thereof within the budget when

submitted by the student government association legislative body. The university president shall have 15 school days from the date of presentation of the budget to act on the allocation and expenditure recommendations, which shall be deemed approved if no action is taken within the 15 school days. If any line item or portion thereof within the budget is vetoed, the student government association legislative body shall within 15 school days make new budget recommendations for expenditure of the vetoed portion of the fees. If the university president vetoes any line item or portion thereof within the new budget revisions, the university president may reallocate by line item that vetoed portion to bond obligations guaranteed by activity and service fees.

- (f) Unexpended fees and undisbursed fees remaining at the end of a fiscal year shall be carried over and remain in the student activity and service fund and be available for allocation and expenditure during the next fiscal year.

(5) Technology Fee - Each university board of trustees may establish a technology fee to be paid by all students. The fee may be up to 5 percent of the tuition charged per credit hour. The revenue from this fee shall be used to enhance instructional technology resources for students and faculty. The revenue and expenditures shall be budgeted in the Local Fund budget entity.

(6) Off-Campus Educational Activities - As used herein, "off-campus" refers to locations other than state-funded main campuses, branch campuses, or centers. Each university board of trustees is authorized to establish fees for state fundable off-campus course offerings when the location results in specific, identifiable increased costs to the university. These fees will be in addition to the tuition and associated fees charged to students enrolling in these courses on-campus. The additional fees charged are for the purpose of recovering the increased costs resulting from off-campus vis-à-vis on-campus offerings. The university shall budget the fees collected for these courses to the Student and Other Fee Trust Funds. Each university shall use the additional fees collected to cover the increased cost of these courses and reimburse the appropriate Educational and General fund, or other appropriate fund if the costs are incurred in other than Educational and General funds.

(7) Material and Supply Fees - Each university board of trustees is authorized to assess Material and Supply Fees not to exceed the amount necessary to offset the cost of materials or supply items which are consumed in the course of the student's instructional activities, excluding the cost of equipment and equipment repairs and maintenance. Revenues from such fees shall be budgeted in the Auxiliary Trust Fund.

- (8) Housing Rental Rates – Basic rates for housing rental shall be set by each university board of trustees. In addition, the university board of trustees is authorized to establish miscellaneous housing charges for services provided by the university at the request of the students.
- (9) Parking Fines, Permits and Decals -- Each university board of trustees shall establish charges for parking decals, permits and parking fines.
- (10) Transportation Access Fee - Each university board of trustees is authorized to establish a transportation access fee, with appropriate input from students, to support the university's transportation infrastructure and to increase student access to transportation services.
- (11) Returned Check Fee -- Each university board of trustees shall assess a service charge for unpaid checks returned to the university.
- (12) Collection costs -- Each university board of trustees is authorized to assess a charge representing reasonable cost of collection efforts to effect payment for overdue accounts. Amounts received for collection costs shall be retained by the university.
- (13) Service Charge -- Each university board of trustees is authorized to assess a service charge on university loans in lieu of interest and administrative handling.
- (14) Educational Research Center for Child Development Fee -- Each university board of trustees is authorized to assess child care and service fees.
- (15) Transient Student Fee – Each university board of trustees is authorized to assess a fee not to exceed \$5.00 per course for accepting a transient student and processing the student's admissions application pursuant to Section 1006.73.
- (16) Capital Improvement Fee – This fee may be used to fund any project or real property acquisition that meets the requirements of Chapter 1013. Each university board of trustees shall assess \$4.76 per credit hour per semester. Any increase in the fee beyond \$4.76 must be first recommended by a fee committee, at least half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term. The fee may not exceed 10 percent of the tuition for resident students or 10 percent of the sum of tuition

and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year, and any proposed fee increases or decreases must be approved by the Board of Governors. No project proposed by a university which is to be funded by this fee shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university.

(17) Student Financial Aid Fee – Each university board of trustees is authorized to collect for financial aid purposes an amount not to exceed 5 percent of the tuition and out-of-state fee. The revenues from fees are to remain at each university. A minimum of 75 percent of funds from the student financial aid fee shall be used to provide financial aid based on demonstrated financial need. Each university shall report annually to the Board of Governors on the revenue collected pursuant to this subsection, the amount carried forward, the criteria used to make awards, the amount and number of awards for each criterion, and a delineation of the distribution of such awards. The report shall include an assessment by category of the financial need of every student who receives an award, regardless of the purpose for which the award is received. Awards which are based on financial need shall be distributed in accordance with the federal methodology for determining need. An award for academic merit shall require a minimum overall grade point average of 3.0 on a 4.0 scale or the equivalent for both initial receipt of the award and renewal of the award.

(18) Each university board of trustees is authorized to assess the following fees which will have varied amounts:

- (a) Development Research School Fees – activity fees which shall be discretionary with each university.
- (b) Library Fines – per book or unit, per day; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (c) Overdue Reserve Library books – per book, per library hour; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (d) Late Equipment Fee, Physical Education – per item, per day.
- (e) Fees and fines relating to the use, late return, and loss and damage of facilities and equipment.
- (f) Distance Learning Fee - Universities may assess a distance learning fee to a student enrolled in a course listed in the distance learning catalog. The average of the distance learning fees assessed may not exceed \$30 per credit hour.

(19) Each university board of trustees is authorized to assess reasonable fees for incidental non-academic services provided directly to individuals. This could include, but not be limited to, fees for duplicating, lost keys, copyright material, breakage, standardized tests, library loans.

(20) Each university board of trustees is authorized to assess an international student service fee to cover the university costs associated with reporting requirements of the Student and Exchange Visitor Information System administered by the Department of Homeland Security for F-Visa and J-Visa degree seeking students.

(21) Excess Hour Fee –This fee shall be budgeted in the Student and Other Fee Trust Fund.

- (a) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2009 or thereafter and prior to fall 2011 shall pay an excess hour fee equal to 50 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 120 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (b) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2011 and prior to fall 2012 shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 115 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (c) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2012 or thereafter shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 110 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (d) Each university shall implement a process for notifying students of this fee upon a student's initial enrollment. A second notice must be provided to the student when the student has attempted the number of credit hours needed to complete the baccalaureate degree program in which the student is enrolled. The second notice must include a recommendation that each student who intends to earn credit hours at the university in excess of the credit hours required for the baccalaureate degree program in which the student is enrolled meet with the student's academic advisor.
- (e) All credit hours for courses taken at the university from which the student is seeking a baccalaureate degree shall be included when calculating the number of hours taken by a student, including:

1. Failed courses.
 2. Courses dropped or withdrawn from after the university's advertised last day of the drop and add period, except as provided for in subparagraph (21)(f).
 3. Repeated courses, except repeated courses for which the student has paid the full cost of instruction as provided in Regulation 7.001(11).
 4. All credit hours earned at another institution and accepted for transfer by the university and applied toward the student's baccalaureate degree program.
- (f) All credit hours earned under the following circumstances shall not be calculated as hours required to earn a baccalaureate degree:
1. College credits earned through an articulated accelerated mechanism.
 2. Credit hours earned through internship programs.
 3. Credit hours required for certification, recertification, or certificate programs.
 4. Credit hours in courses from which a student must withdraw due to reasons of medical or personal hardship.
 5. Credit hours taken by active-duty military personnel.
 6. Credit hours required to achieve a dual major taken while pursuing a baccalaureate degree.
 7. Remedial and English as a Second Language credit hours.
 8. Credit hours earned in military science courses that are part of the Reserve Officers' Training Corps program.

(22) Convenience fee – Each university board of trustees may establish a convenience fee when accepting payments by credit cards, charge cards, and debit cards. The fee shall not be greater than the cost of providing the service. The fee is not refundable to the payor.

(23) Before the Board of Governors' last meeting of each calendar year, the university board of trustees shall notify the board of any potential new fees that are being considered by the university. A university board of trustees may then submit a proposal for a new fee not currently authorized in board regulation or statute to the Board of Governors' budget committee for consideration by the committee during a June meeting.

- (a) The proposal shall be submitted in a format designated by the chancellor, and include at a minimum:
1. The purpose to be served or accomplished with the fee.
 2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.

3. The process used to assure substantial student input or involvement.
 4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
 5. The financial impact of the fee on students, including those with financial need.
 6. The estimated revenue to be collected and proposed expenditures for the new fee.
 7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.
- (b) The aggregate sum of any fees approved by the board that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.
- (c) The fee can only be implemented in the fall term.
- (d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.
- (e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.
- (f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- (g) The fee cannot be utilized to create additional bonding capacity in an existing fee.
- (h) The fee should support a new service or activity that is not currently supported or should be supported with education and general funds (state and tuition).
- (i) The fee shall not supplant revenue from other sources that are currently used or have been used to support a service or activity.
- (j) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.
- (k) Once the board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.
- (l) The board will act upon the budget committee recommendation at the next scheduled meeting.
- (m) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the chancellor.
- (n) If a university board of trustees' proposal is denied, within five calendar days the university board of trustees may request reconsideration by the board's Tuition Appeals Committee, which shall consist of the chair of the board and the chair of each board committee.

The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(24) Pursuant to subparagraph (23), the university boards of trustees designated below are authorized to assess the following fees:

(a) Green Fee – This fee may be assessed to establish or improve the use of renewable energy technologies or energy efficiencies that lower the university’s greenhouse emissions.

1. University of South Florida: up to \$1.00 per credit hour
2. New College of Florida: up to \$1.00 per credit hour
3. University of West Florida: up to \$1.00 per credit hour

(b) Test Preparation Fee – at cost. This fee may be assessed to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination.

1. Florida International University
2. Florida A&M University – (bar test preparation)

(c) Student Life and Services Fee – This fee may be assessed to expand student participation in transformational learning opportunities that build new and enhances ongoing activities which connect students to the institution.

1. University of North Florida: not to exceed 5 percent of tuition.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.003. Derived from 6C-2.74 and 6C-2.76, Amended and Renumbered 12-17-74, Amended 2-22-76, 6-22-76, 6-28-76, 11-1-76, 9-8-77, 2-14-79, 9-28-81, 12-7-82, 12-13-83, 10-2-84, Formerly 6C-7.03, Amended 1-8-86, 8-11-86, 12-25-86, 6-2-87, 10-17-89, 4-10-90, 1-7-91, 7-2-91, 9-15-91, 8-4-92, 11-9-92, 4-12-93, 5-30-93, 9-23-93, 8-1-94, 1-24-96, 4-16-96, 12-15-97, 8-28-00, 8-12-01, Amended and Renumbered as 7.003 9-25-08, Amended 12-10-09, 11-04-10, 9-15-11, 6-21-12, 11-08-12, 11-21-13,

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

Several changes are being made to address statutory changes approved during the 2016
session.

House Bill 799 amends section 1009.26(14), Florida Statutes, by waiving out-of-state fees
for active duty service members of the Armed Forces of the United States residing or
stationed outside of Florida. This means all enrolled active duty service members
should be charged an equivalent amount of tuition and fees per credit hour as charged
to a resident student in the same course.

House Bill 1157 amends section 1009.26(8), Florida Statutes, by modifying the Purple
Heart waiver to allow recipients of a Purple Heart or other combat decoration superior
in precedence who were residents of the state at the time of military action to receive
the tuition and fee waiver, no matter where the recipients are currently residing.
Additionally, the legislation allows for the waiver of tuition and fees for recipients
currently living in Florida whose home of record at the time of military action was
another state.

House Bill 7040 modified the welfare transition program exemption which has been
added to the regulation.

These changes have been shared with the universities.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Amended Regulation 7.008

Facilitators/Presenters: Mr. Tim Jones

7.008 Waivers and Exemptions of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Each university shall have an individual designated as the university liaison to handle student issues and/or questions regarding waivers.

(3) Sponsored Credit Institutes and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit institutes and programs.

(a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.

(b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. "Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.

(c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.

(d) Neither the number of participants nor student credit hours in these institutes and programs may be counted for state-funding purposes.

(4) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(5) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.

(d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(6) Acceleration – Each university board of trustees shall waive tuition and associated fees for students who earn credit in courses toward both a Florida high school diploma and an associate or baccalaureate degree, or students enrolled in a dual enrollment or early admission program.

(7) Florida Department of Children and Families - Each university board of trustees shall exempt from the payment of tuition and associated fees, including lab fees, any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Families or a relative or nonrelative under section 39.5085, Florida Statutes; who was adopted from the Department of Children and Families after May 5, 1997; or after spending at least 6 months in the custody of the Department of Children and Families after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be exempted. Any student requesting this exemption must provide certification of eligibility from the Department of Children and Families or its contracted providers to the university in which the student seeks to enroll. This exemption shall remain valid up until the time the student reaches the age of 28.

(8) School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.

(9) Florida Linkage Institutes – Each university board of trustees shall exempt up to 25 full-time equivalent students per year from the payment of out-of-state fee and out-of-state financial aid fee for students enrolled through the Florida Linkage Institutes Program.

(10) Deceased Teacher or School Administrator Employed by a Florida District School Board – Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or school

administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

- (a) Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.
- (b) A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in a university must be in good standing with the institution to receive the benefits provided herein.
- (c) A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

(11) Homeless – Each university board of trustees shall waive tuition and associated fees for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(12) Welfare Transition Program – Each university board of trustees shall exempt tuition and fees for any student enrolled in an employment and training program under the welfare transition program. The local workforce development board shall pay the state university for costs incurred for welfare transition program participants.

(12) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

- (a) Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;
- (b) Is currently, ~~or~~ and was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and
- (c) Submits to the ~~state~~ university the DD-214 form issued at the time of separation from service as documentation that the student has received a

Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.

- (d) A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(13) State Employees - Each university board of trustees shall waive tuition and associated fees for up to 6 credit hours per term on a space available basis for state employees.

(14) University Employees - Each university board of trustees may allow full-time university employees to enroll up to 6 credit hours of tuition-free courses per term on a space available basis.

(15) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This

privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(16) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

- (a) Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.
- (b) Certificates shall be valid for three years from date of issuance.
- (c) Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.
- (d) To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.
- (e) Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.
- (f) Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(17) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(18) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(19) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university;

remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to the act or offense.

(20) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(21) Public School Classroom Teacher – Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district’s regular school day.

(22) Veterans – Each university board of trustees shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) who physically reside in Florida while enrolled at a university. Persons who are entitled to and uses educational assistance provided by the United States Department of Veterans Affairs also qualify for this waiver if they physically reside in Florida while enrolled at the university in any term beginning after July 1, 2015. Tuition and fees charged to a veteran or person who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same program.

(23) Active Duty – Each university board of trustees shall waive out-of-state fees for a person who is an active duty member of the Armed Forces of the United States residing or stationed outside of the state. Tuition and fees charged to a student who qualifies for the out-of-state fee waiver may not exceed the tuition and fees charged to a resident student.

(24~~3~~) Nonresident Waiver – Each university board of trustees shall waive out-of-state fees, including the out-of-state financial aid fee, for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

(i~~a~~) Attended a secondary school in this state for three consecutive years immediately before graduating from a high school in this state;

(ii~~b~~) Apply for enrollment in an institution of higher education with 24 months after high school graduation; and

(iii) Submit an official Florida high school transcript as evidence of attendance and graduation.

The waiver is applicable for 110 percent of the required credit hours of the undergraduate degree or certificate program for which the student is enrolled.

A state university student granted an out-of-state fee waiver must be considered a nonresident student for purposes of calculating the system-wide total enrollment of nonresident students as limited in Regulation 7.006.

A student who is granted an out-of-state fee waiver is not eligible for state financial aid.

Each university shall, within the nonresident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to paragraph 22 over a student who is granted an out-of-state fee waiver under this paragraph.

(254) Child Protection and Child Welfare Personnel – Employees as defined in section 402.403, Florida Statutes, who are enrolled in an accredited master’s degree in social work or a certificate program, and maintain at least a grade of ‘B’ in all courses are exempt from tuition and fees.

(a) Eligible employees shall have an approved Department of Children and Families, community-based agency or a subcontractor waiver form stating that the necessary employment qualifications have been met.

(265) Each university shall report the purpose, number, and value of all fee waivers granted annually in a format prescribed by the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12, 11-21-13, 11-06-14, 09-03-15,_____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 9.007
State University Operating Budgets

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to amend Board of Governors Regulation 9.007 State University Operating Budgets.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being amended to incorporate the appropriation change that created a separate budget entity for the FAMU/FSU College of Engineering. Separate reporting of budgets and expenditures are required.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Amended Regulation 9.007

Facilitators/Presenters: Mr. Tim Jones

9.007 State University Operating Budgets

- (1) Each university president shall prepare an operating budget for approval by the university board of trustees, in accordance with instructions, guidelines, and standard formats provided by the Board of Governors.
- (2) Each university board of trustees shall adopt an operating budget for the general operation of the university as prescribed by the regulations of the Board of Governors. The university board of trustees-ratified operating budget is presented to the Board of Governors for approval. Each university president shall implement the operating budget of the university as prescribed by regulations of the Board of Governors, policies of the university board of trustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Workpapers publication.
- (3) The operating budgets of each state university shall represent the following budget entities:
- (a) Education and General (E&G)- reports actual and estimated year operating revenues and expenditures for all E&G funds, including: General Revenue, Student and Other Fees, Educational Enhancement Trust Fund (Lottery), Phosphate Research Trust Fund, - and including the following previously-appropriated trust funds: Experiment Station Federal Grant, Experiment Station Incidental, Extension Service Federal Grant, Extension Service Incidental, UF-HSC Incidental, and UF-Health Science Center Operations and Maintenance. In addition, expenditures from university carryforward funds (unexpended E&G balances from all prior-period appropriations) shall be included in the actual history year reporting. University carryforward funds shall not be included in any estimated-year (budgeted) amounts.
 1. Unless otherwise expressed by law, E&G funds are to be used for E&G operating activities only, such as, but not limited to, general instruction, research, public service, plant operations and maintenance, student services, libraries, administrative support, and other enrollment-related and stand-alone operations of the universities.
 2. Universities shall accumulate ending fund balances for activities such as, but not limited to, a contingency for unfunded enrollment growth, potential budget reductions, anticipated increases in university operations, and prior year encumbrances. At any time the unencumbered available balance in the E&G fund of the university board of trustees approved operating budget falls below

five (5) percent of the approved total, the president shall provide a written notification and explanation to the Board of Governors.

3. Expenditures from any source of funds by any university shall not exceed the funds available. No expenditure of funds, contract, or agreement of any nature shall be made that requires additional appropriation of state funds by the Legislature unless specifically authorized in advance by law or the General Appropriations Act.
4. The following units are required to report under this budget entity:

State Universities

UF - Institute of Food and Agricultural Science

UF Health Science Center

USF Medical Center

FSU Medical School

UCF Medical School

FIU Medical School

FAU Medical School

FAMU/FSU College of Engineering

- (b) Contracts and Grants – reports actual and estimated year revenues, expenditures, and positions for university functions which are supported by foundations, various state and federal agencies, local units of governments, businesses, and industries. Universities shall comply with all applicable federal, state, local, and university regulations and guidelines as they relate to grants, contracts, and sponsored research programs.
- (c) Auxiliary Enterprises – reports actual and estimated year revenues, expenditures, and positions for self-supporting functions such as, but not limited to, parking services, housing, bookstore operations, and food services.
- (d) Local Funds – reports actual and estimated year revenues, expenditures, and positions for the following specific areas:
 1. Student Activities – revenues generated primarily from the activity and service fee each university is authorized to charge its students as a component of the mandatory fee schedule. Activities commonly supported by these revenues include student government, cultural events, student organizations, and intramural/club events.

2. Intercollegiate Athletics – revenues generated from the student athletic fee that each university is authorized to collect as a component of the mandatory fee schedule, and from other sources including ticket sales, radio/TV, bowl games, and tournament revenues.
 3. Concession Fund – revenues generated from various vending activities located around the campuses. The university’s budget must reflect the various departments/activities on each campus which benefit from receipt of these funds.
 4. Student Financial Aid – revenues received by the university for loans, grants, scholarships, and other student financial aid. Expenditures of these funds must be reported by activities such as externally-funded loans, student scholarships, need-based financial aid, academic-based financial aid, and athletic grants/scholarships.
 5. Technology Fee – revenues generated from the technology fee that a university is authorized to charge its students as a component of the mandatory fee schedule. Proceeds from this fee shall be used to enhance instructional technology resources for students and faculty.
 6. Board-Approved Fees – student fees presented to the Board of Governors for approval by a university board of trustees that is intended to address a student need not currently being met through existing university services, operations, or another fee.
 7. Self-Insurance Programs – revenues received by the university from entities and individuals protected by the self-insurance programs. This budget must reflect expenditures related to the administration of the self-insurance programs and the judgments or claims arising out of activities for which the self-insurance program was created.
- (e) Faculty Practice Plan – related to the activities for the state universities’ medical schools and health centers. This budget must be designed to report the monetary level of clinical activity regarding the training of students, post-graduate health professionals, and medical faculty.

(4) The operating budgets of each university shall represent the following:

- (a) The university’s plan for utilizing the resources available through direct or continuing appropriations by the Legislature, allocation amendments, or from local sources including tuition. The provisions of the General Appropriations Act and the SUS Allocation Summary and

Workpapers publication will be taken into consideration in the development and preparation of the E&G data.

- (b) Actual prior-year revenues, expenditures (including E&G carryforward amounts expended), and positions, as well as current-year estimated revenues, expenditures, and positions. University carryforward funds shall not be included in any estimated-year (budgeted) amounts.
- (c) Assurance that the universities are in compliance with general legislative intent for expenditure of the appropriated state funds and with the Board of Governors' guidelines and priorities.

(5) Interest earnings resulting from the investment of current-year E&G appropriations are considered to be of the same nature as the original appropriations, and are subject to the same expenditure regulations as the original appropriations. E&G interest earnings are not to be utilized for non-E&G related activities or for fixed capital outlay activities except where expressly allowed by law. Interest earnings resulting from invested carryforward funds are considered to be additions to the university's carryforward balance.

Anticipated interest earnings for the estimated year from invested E&G funds should not be included when building the detailed operating budget schedules. Estimated-year E&G interest earnings and planned expenditures of these funds should only be reported on the manually-prepared E&G Schedule I and Summary Schedule I reports.

(6) Any unexpended E&G appropriation carried forward to the fund balance in a new fiscal year shall be utilized in support of E&G operating activities only except where expressly allowed by law.

Authority: Section 7(d), Art. IX, Fla. Const., History: -New 12-6-07, Amended 11-21-13, _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Create Board of Governors Regulation 5.001
Performance-Based Funding

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to create Board of Governors Regulation 5.001
Performance-Based Funding.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

This regulation will implement House Bill 7029 which codifies the Board's performance-
based funding model.

The regulation provides guidance on the following:

- Includes the four guiding principles;
- Measures excellence and improvement;
- Sets 51 points as the threshold to be eligible for the State's investment;
- Describes the distribution methodology for the State investment;
- Sets 51 points as the threshold for an university to have its institutional investment restored;
- Establishes the criteria for a university implementing an improvement plan when scoring 50 points or fewer;
- Limits a university to only one improvement plan starting July 1, 2016;
- Discusses the improvement plan review process and how funds are distributed if a university had previously submitted an improvement plan or is not successful in implementing the improvement plan; and
- Requires an annual report to be submitted to the Legislature and Governor.

The draft regulation was shared with the universities.

If approved, the regulation will be noticed on the Board's website for 30 days with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Proposed Regulation 5.001

Facilitators/Presenters: Mr. Tim Jones

5.001 Performance-Based Funding

(1) The Performance Based Funding (PBF) model is based upon four guiding principles:

- (a) Align with the State University System's (SUS) Strategic Plan goals;
- (b) Reward excellence and improvement;
- (c) Have a few clear, simple metrics; and
- (d) Acknowledge the unique mission of the different institutions.

(2) The PBF model measures institutional excellence and improvement of performance using metrics adopted by the Board of Governors. The metrics include graduation rates; retention rates; post-graduation education rates; degree production; affordability; post-graduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access; and other metrics that may be approved by the Board in a formally noticed meeting.

(3) The performance of an institution is evaluated based on benchmarks adopted by the Board of Governors for each metric. For each fiscal year, the amount of funds available for allocation to SUS institutions shall consist of the state's investment, plus the institutional investment from each institution's base budget, as determined in the General Appropriations Act. The amount of institutional investment withheld from each SUS institution shall be a proportional amount based on each institution's recurring base state funds to the total SUS recurring base state funds (excluding special units). Florida Polytechnic University is not included in the model until such time as data is readily available.

(4) On a 100-point scale, a threshold of 51-points is established as the minimum number of total points needed to be eligible for the state's investment.

- (a) All SUS institutions eligible for the state's investment shall have their proportional amount of institutional investment restored.
- (b) The three universities with the lowest points, regardless of whether they meet the 51-point threshold, are not eligible for the state's investment. The proportional amount of the state's investment that would have been distributed to the three lowest scoring institutions will be distributed to the top three scoring institutions based on the total points of the top three scoring eligible institutions.
- (c) Institutions eligible for the state's investment shall receive an amount based on their prorated share of recurring state base funds to the total SUS recurring base state funds.

(5) Any institution that fails to meet the minimum threshold of 51-points for the state's investment shall submit a final improvement plan to the Board of Governors for consideration at its June meeting that specifies the activities and strategies for

improving the institution's performance. As of July 1, 2016, an institution is limited to only one improvement plan.

- (a) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold disbursement of the institutional investment until the improvement plan monitoring report for each institution is approved by the Board of Governors.
- (b) Improvement plan monitoring reports shall be submitted to the Board of Governors no later than December 31 and May 31 of each fiscal year.
- (c) The December 31 monitoring report will be considered by the Board of Governors at its January meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to 50 percent of its institutional investment.
- (d) The May 31 monitoring report will be considered by the Board of Governors at its June meeting and if it is determined that the institution has fully completed the plan, the institution shall receive the remaining balance of its institutional investment.
- (e) Any institution that fails to make satisfactory progress shall not have its full institutional investment restored, and any institutional investment funds remaining shall be distributed to the three institutions that demonstrate the most improvement on the metrics based upon those institutions' share of total improvement points.

(6) If an institution, after the submission of one improvement plan, subsequently fails to meet the 51-point threshold, its institutional investment will be redistributed to the institutions meeting the 51-point threshold, based on the points earned by each institution.

(7) In the case of a tie in the number of points earned, the Board of Governors shall implement a tie breaker in the order shown as follows:

- (a) Compare the total of excellence and improvement scores;
- (b) Compare only the excellence scores;
- (c) Score metric by metric giving a point to the institution with the higher score; and
- (d) If still tied, the tie will go to the benefit of the institutions, irrespective of whether the institutions are tied for placement among the top three scoring institutions or are tied for placement among the bottom three institutions.

(8) By October 1 of each year, the Board of Governors shall submit a report to the Governor, President of the Senate, and Speaker of the House of Representatives on the previous fiscal year's performance funding allocation, including the rankings and award distributions.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.92, Florida Statutes; History:
New_____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Create Regulation 7.007 Latin American and Caribbean Scholarship Eligibility and Rule 72-1.002 Latin American and Caribbean Scholarship Eligibility

PROPOSED COMMITTEE ACTION

Approve Public Notice of Intent to create Regulation 7.007 entitled Latin American and Caribbean Scholarship Eligibility and Rule 72-1.002 entitled Latin American and Caribbean Scholarship Eligibility.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, section 7, Florida Constitution, sections 1009.21 and 1011.43, Florida Statutes, and Board of Governors Regulation Development Procedure.

BACKGROUND INFORMATION

A new regulation is being proposed to establish criteria for the award of Latin American and Caribbean Scholarships. This new regulation (1) permits universities to create a Latin American and Caribbean Scholarship; (2) establishes minimum student eligibility requirements; (3) designates all recipients of the Latin American and Caribbean Scholarships as residents for tuition purposes; (4) classifies which state and federal funds may be used to fund Latin American and Caribbean Scholarship; (5) establishes minimum scholarship amounts; (6) lists which countries qualify as Latin American and Caribbean; and (7) provides university reporting requirements.

A workgroup comprising of SUS attorneys, the Inspector General, and Board Office Academic and Student Affairs representatives initially reviewed proposed new Regulation 7.007 and Rule 72-1.002. Following input by the SUS Admission and Registrar's Committee, this regulation was reviewed by the Council of Counsels, Council of Academic Vice Presidents, Council of Student Affairs, and Financial Aid Directors.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation. The Board will also promulgate new Rule 72-1.002 on Latin American and Caribbean Scholarship Eligibility

with identical language to Regulation 7.007. The rule will be in Chapter 72 of the Florida Administrative Code.

Supporting Documentation Included: Proposed Regulation 7.007

Facilitators / Presenters: Mr. Tim Jones

7.007 Latin American and Caribbean Scholarship Eligibility

- (1) Universities may award a scholarship to a degree-seeking student who is a citizen of a Latin American or Caribbean country and seeks to attend a state university on a full-time basis. Recipients of a Latin American and Caribbean Scholarship shall be classified as residents for tuition purposes.
 - (a) In addition to eligibility requirements contained herein, universities may impose additional criteria.
 - (b) Scholarships awarded by a university must be funded from state funds appropriated to universities in the General Appropriations Act, investment earnings as provided under section 1011.43, Florida Statutes, or from federally authorized scholarship funds. Universities may seek equal matching funds from private businesses, private foundations, private donors, and public agencies.
- (2) Eligible Latin American and Caribbean countries and territories are: Anguilla; Antigua and Barbuda; Argentina; Aruba; Bahamas; Barbados; Belize; Bermuda; Bolivia; Brazil; British Virgin Islands; Caribbean Netherlands; Cayman Islands; Chile; Colombia; Costa Rica; Cuba; Curacao; Dominica; Dominican Republic; Ecuador; El Salvador; Falkland Islands; French Guiana; Grenada; Guadeloupe; Guatemala; Guyana; Haiti; Honduras; Jamaica; Martinique; Mexico; Montserrat; Nicaragua; Panama; Paraguay; Peru; Puerto Rico; St. Barthelemy; St. Kitts and Nevis; St. Lucia; St. Maarten/St. Martin; St. Vincent and the Grenadines; Suriname; Trinidad and Tobago; Turks and Caicos Islands; Uruguay; U.S. Virgin Islands; and Venezuela.
- (3) Scholarship eligibility is limited to students making satisfactory academic progress as determined by the respective university's standards of academic progress and who are enrolled on a full-time basis. Continued eligibility must be determined each semester for renewal purposes.
- (4) Without regard to other awards or scholarships the student may receive, the Latin American and Caribbean Scholarship, together with any matching funds, must equal at least one-half the amount of resident tuition for the semester.
- (5) This regulation shall not disqualify any student awarded the scholarship prior to Fall 2016 provided the student continuously meets scholarship requirements.
- (6) Each university shall report the number and value of all scholarships provided pursuant to this regulation in a format and timeframe prescribed by the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const., and sections 1009.21 and 1011.43, Florida Statutes. History: New _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Market Tuition Rate Program

PROPOSED COMMITTEE ACTION

The Committee will consider recommendations from staff on the market tuition rate program.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 – Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university’s continuing education unit when the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 91 market tuition programs under a pilot program. The Board amended Regulation 7.001 in 2014 to extend the pilot program to collect further information. Board staff surveyed the universities this spring and have taken an in-depth look at the programs. A link to the completed surveys can be found on our website at http://www.flbog.edu/about/budget/market_rate_tuition.php. An executive summary is attached for the Committee’s review, however, the staff analysis and recommendations are stated below.

Board staff analysis:

A review of available data and the university survey responses has led Board staff to the following conclusions:

- The “success” of the market tuition rate programs is difficult to determine with any level of certainty because many of the programs are too new to have substantial data on enrollments and completions, while other programs are well established and have been running as market rate or continuing education for several years.

- Some programs have found a steady student base and are generating revenues that fully support the program, but others are still searching to gain such steady footing. Even within the same institution there is mixed success among the programs in terms of enrollments, completions, and revenues to support program operations. An example of a program that has had to lower tuition in order to find success is FSU's Master of Social Work, which lowered tuition in 2014 and had an increase in enrollment.
- The data shows there are some market tuition rate programs that appear to be supplanting or beginning to supplant the institution's state-funded similar offerings. This activity is against Board Regulation 7.001. In some cases there is a reason why a market rate program appears to be supplanting the E&G offering. The Master of Science in Nurse Anesthesia program at USF began to greatly outpace its E&G counterpart program because students were choosing the market rate program in order to have a more convenient location and delivery method.
- Survey respondents largely reported that the major positive result of the market tuition rate program is the administrative relief from the strict cost-recovery requirement for continuing education programs in Board Regulation 8.002. That regulation has historically limited the amount of revenue that can be collected to covering the direct cost of the program or course offerings. This has led to audit findings in some instances when the number of students was less or more than what was projected for a particular cohort, causing a university to collect too much or too little revenue.
- Analysis of the actual program tuition rates reveals that a majority of the market tuition rate program proposals were not seeking a tuition increase, but rather seeking a decrease in out-of-state tuition, or simply moving the program from continuing education in order to avoid the cost-recovery requirement in the Board's Continuing Education Regulation. Staff analysis finds that 44 out of the 91 market tuition rate programs approved fall into these two categories. An example is the Doctor of Pharmacy at UF. The department saw the need to move to market tuition rate in order to lower the out-of-state tuition and attract qualified applicants rather than lower admission standards.

Board staff recommendations:

- Board staff should initiate a process to revise Regulation 8.002, Continuing Education, with the intent of allowing the universities more administrative and fiduciary flexibility available in the market tuition rate pilot. A moratorium on considering new market tuition rate program proposals shall be in effect for 2016 while the Continuing Education Regulation is under revision.
- Beginning in 2017, only market tuition rate program proposals that meet the following criteria would be required to seek approval by the Board of Governors:
 - Proposals that are requesting an increase in tuition rates; and

- Proposals for programs that are considered critical workforce need and lead to initial licensure.
- Board staff should continue to monitor market tuition rate programs annually in terms of tuition rates, enrollments, completions, and comparison to similar state-funded programs. To accomplish this it will be necessary to create better tracking and reporting of continuing education and market rate program students in order to provide all stakeholders with more accurate and timely information.

Supporting Documentation Included: Market Tuition Rate Pilot Study Executive Summary

Facilitators/Presenters: Mr. Tim Jones

Market Tuition Rate Pilot Study Executive Summary

The market tuition rate program began in 2011 and allows the Board to consider market tuition rates for graduate courses offered online or through continuing education.¹ Since 2011 the Board has approved a total of 91 programs through 2015. The table below provides details by year and institution. All of the SUS institutions are represented with the exception of Florida Agricultural and Mechanical University, Florida Polytechnic University, and New College of Florida.

Each university has the opportunity to bring up to five proposals to the Board of Governors for consideration at the November Board Meeting after its own Board of Trustees has approved them. However, two meetings were held in 2011 in which program proposals were considered. The full list of programs is available online and this list includes a wide variety of offerings such as Master of Arts in Disaster Management (FIU), Master of Science in Sports Management (UF), and Master of Arts in Global Sustainability (USF) along with traditional popular programs such as Master of Business Administration (FAU, FIU, FSU, UCF, UF, and USF), Master of Public Administration (FIU and USF), and Master of Accountancy (FAU, FIU, and UWF). This staff analysis was done based on program proposals.

	2011	2012	2013	2014	2015	Totals
FAU	0	0	3	3	0	6
FGCU	0	0	1	0	0	1
FIU	9	1	4	3	3	20
FSU	9	0	0	0	0	9
UCF	4	1	0	3	2	10
UF	8	5	5	5	4	27
UNF	0	0	3	0	0	3
USF	5	4	1	0	1	11
UWF	0	0	4	0	0	4
Totals	35	11	21	14	10	91

The Board implemented the market rate program as a pilot in 2011 with the understanding that a review of the program would be initiated upon the expiration of the pilot program. The Budget and Finance Committee requested Board staff to conduct a review of the Market Tuition Rate program pilot and report the results in 2016. This review began in early 2016 with a review of the data collected during annual reporting on all approved programs. Programs approved in 2015 were not included in the review because these programs were too new to have data to be considered. The universities were given the opportunity to review all available data in the spring of 2016 as well as

¹ Board Regulation 7.001(15)

complete a survey instrument that allowed university leaders to express their opinions on the program.

The following summarizes the survey² results in three areas and includes Board staff analysis and recommendations:

1. Enrollments/completions
2. Career placement/promotion
3. University feedback
4. Board staff analysis
5. Board staff recommendations

Enrollments/completions

Two of the major goals the universities had when beginning market tuition rate programs were increased enrollments and additional completions. Many of the approved programs are too new to have data on enrollments, much less completions. Even the programs that were approved early in the pilot period often have little to no completion data. This is largely due to the number of students who are seeking their degrees part-time most likely because of professional or family obligations. However the data that is available and the university survey responses show that there has been an overall increase in enrollments, particularly among out-of-state students. The universities also report success with retention and student satisfaction in market tuition rate programs, which should lead to eventual completions.

The different delivery methods used for these programs, such as weekend intensive and accelerated pace as well as online, have enabled the recruitment of previously unreached students such as those who are place-bound and working professionals. The result is a more diverse student body with often higher credentials and a more broad alumni base.

Career placement/promotion

The universities provide a variety of opportunities and services to enable market rate students to find jobs or advance their careers. Online services include searchable databases on employers, career newsletters, job search tools, and assistance with resume- and portfolio-building, interviewing skills, career advice, and continued connection through services like LinkedIn. On-campus services include faculty

² Complete survey results can be found on the Board's website:
http://www.flbog.edu/about/budget/market_rate_tuition.php

advising/mentoring, workshops³, networking events, support centers, writing labs, employment fairs, mock interviews, and internships.

Many programs include a portfolio or major project as part of the curriculum. These requirements also provide an opportunity to connect a student's education with the job market. Students gain hands-on experience and often work with a potential employer in order to complete capstone-type projects. An example is the Master in Global Governance at FIU where students complete a capstone project with government agencies and other organizations, which enables them to establish valuable professional connections. Portfolios also provide a means for students to showcase their skills and achievements in a format that can be shown to potential employers. Another example is FIU's Master of Science in Hospitality and Tourism Management program that requires students to complete a portfolio, which the Career Services offices use to match students to potential employers.

Some of the market tuition rate programs are of the "executive" or "professional" variety, where there is a requirement that students have a substantial amount of work experience in order to enroll. These students already have jobs but are looking for advanced opportunities, promotions, and personal growth. For example, UCF reports that a survey of three years of graduates of the market tuition rate Executive Masters of Business Administration (EMBA) and Professional Masters of Business Administration (PMBA) had the following workplace outcomes:

- 66.6% of EMBA and 50% of PMBA alumni received new job responsibilities from their employers as a result of involvement in the program;
- 35% of EMBA and 43% of PMBA alumni received a promotion while attending the program; and
- 36% of EMBA and 40% of PMBA students made an internal job change while enrolled in the program.

FAU also a market rate EMBA and PMBA program and reports that students in these programs are also employed when beginning the programs but are coached to create an Individual Development Plan and improve leadership performance.

University feedback

Overall the university survey respondents reported very positive opinions of the market tuition rate program and pointed out the following as strengths of the initiative:

³ FGCU reports that graduates of its market rate Transitional Doctor of Physical Therapy program are actively pursued by potential employers due to the shortages in that field; however, the department hosts an annual employment fair and assists students with finding the position of their choice.

- Allows the institutions to generate funding, generate more degrees, and enhance current programs with minimal added cost to Florida taxpayers;
- Allows institutions to be responsive to changing market demands and deliver programs to meet those needs;
- Allows the institutions to offer high-demand degrees that would otherwise not be offered due to lack of financial resources;
- Through flexible delivery and scheduling of the coursework institutions better accommodate students;
- Enables the institutions to leverage high quality faculty to teach in these programs because they can pay faculty overloads for extra course sections taught;
- Broadens institutions' student base and allows them to recruit more diverse, high-quality students who then broaden the alumni base;
- Improves technology for all online courses and programs;
- Increases teaching opportunities for graduate students; and
- Increases national visibility.

The survey respondents had very few negative comments regarding the market tuition rate program. Some indicated an interest in having the same administrative flexibility for undergraduate programs, and some of the respondents would like to see a quicker process for program approval and less cumbersome reporting requirements.

Board staff analysis

A review of available data and the university survey responses has led Board staff to the following conclusions:

- The “success” of the market tuition rate programs is difficult to determine with any level of certainty because many of the programs are too new to have substantial data on enrollments and completions, while other programs are well established and have been running as market rate or continuing education for several years.
- Some programs have found a steady student base and are generating revenues that fully support the program, but others are still searching to gain such steady footing. Even within the same institution there is mixed success among the programs in terms of enrollments, completions, and revenues to support program operations. An example of a program that has had to lower tuition in order to find success is FSU's Master of Social Work, which lowered tuition in 2014 and had an increase in enrollment.
- The data shows there are some market tuition rate programs⁴ that appear to be supplanting or beginning to supplant the institution's state-funded similar offerings. This activity is against Board Regulation 7.001. In some cases there is

⁴ FIU acknowledged the elimination of some educational and general programs during the Budget and Finance Committee meeting held on November 8, 2012.

a reason why a market rate program appears to be supplanting the E&G offering. The Master of Science in Nurse Anesthesia program at USF began to greatly outpace its E&G counterpart program because students were choosing the market rate program in order to have a more convenient location and delivery method.

- Survey respondents largely reported that the major positive result of the market tuition rate program is the administrative relief from the strict cost-recovery requirement for continuing education programs in Board Regulation 8.002. That regulation has historically limited the amount of revenue that can be collected to covering the direct cost of the program or course offerings. This has led to audit findings in some instances when the number of students was less or more than what was projected for a particular cohort, causing a university to collect too much or too little revenue.
- Analysis of the actual program tuition rates reveals that a majority of the market tuition rate program proposals were not seeking a tuition increase, but rather seeking a decrease in out-of-state tuition, or simply moving the program from continuing education in order to avoid the cost-recovery requirement in the Board's Continuing Education Regulation. Staff analysis finds that 44 out of the 91 market tuition rate programs approved fall into these two categories. An example is the Doctor of Pharmacy at UF. The department saw the need to move to market tuition rate in order to lower the out-of-state tuition and attract qualified applicants rather than lower admission standards.

Board staff recommendations

Board staff propose the following recommendations regarding the market tuition rate program:

- Board staff should initiate a process to revise Regulation 8.002, Continuing Education, with the intent of allowing the universities more administrative and fiduciary flexibility available in the market tuition rate pilot. A moratorium on considering new market tuition rate program proposals shall be in effect for 2016 while the Continuing Education Regulation is under revision.
- Beginning in 2017, only market tuition rate program proposals that meet the following criteria would be required to seek approval by the Board of Governors:
 - Proposals that are requesting an increase in tuition rates; and
 - Proposals for programs that are considered critical workforce need and lead to initial licensure.
- Board staff should continue to monitor market tuition rate programs annually in terms of tuition rates, enrollments, completions, and comparison to similar state-funded programs. To accomplish this it will be necessary to create better tracking and reporting of continuing education and market rate program students in order to provide all stakeholders with more accurate and timely information.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Innovation and Online Committee
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 22, 2016
2:45 p.m. – 3:00 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Beard, Colson, Link, Robinson, Stewart, Tripp

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

2. **Minutes of Committee Meeting** **Governor Lautenbach**
Minutes, March 17, 2016

3. **Update on the Opt-in, Common Learning Management System** **Dr. Nancy McKee**
*Associate Vice Chancellor
Innovation and Online Education*

4. **Implementation of the 2025 Strategic Plan for Online Education** **Dr. McKee**

5. **Concluding Remarks and Adjournment** **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
June 22, 2016**

SUBJECT: Minutes of Meeting held March 17, 2016

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on March 17, 2016.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on March 17, 2016.

Supporting Documentation Included: Minutes: March 17, 2016

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FL
March 17, 2016

1. Call to Order

Chair Lautenbach convened the meeting at 8:37 a.m. on March 17, 2016, with the following members present: Governors Dick Beard, Dean Colson, Wendy Link, Kathy Robinson, Pam Stewart (by phone) and Norman Tripp. A quorum was established. Other Board members present were Governors Patricia Frost, Tonnelle Graham, H. Wayne Huizenga, Tom Kuntz, Alan Levine, and Fernando Valverde (by phone).

2. Approval of Committee Meeting Minutes

Governor Tripp moved that the committee approve the minutes of the meeting held on January 21, 2016, as presented. Governor Colson seconded the motion, and the members concurred.

3. Opt-in, Common Learning Management System

Dr. Nancy McKee stated that all five of the universities currently using Canvas plan to renew their contracts at the end of their contract periods. She said that five institutions currently use Blackboard and, of those five, one – the University of North Florida – has recently completed an evaluation process and has chosen to change to Canvas. The other four universities using Blackboard – Florida State University, Florida International University, Florida Atlantic University, and Florida A&M University - have evaluation processes underway to determine if they will change to another learning management system or continue using Blackboard. She said that New College of Florida currently uses Moodle and has chosen to change to Canvas, and the University of West Florida currently uses Desire2Learn and has decided to change to Canvas.

4. Implementation of the 2025 Strategic Plan for Online Education

Dr. McKee indicated that a Steering Committee, a subset of provosts, was created to help guide the implementation of the Strategic Plan. It is being chaired by Provost Joe Glover. An Implementation Committee was created with members from each institution who would help lead the implementation of the plan on their respective

campuses. It's being chaired by Dr. Joyce Elam. An implementation plan has been approved by these groups and contains deliverables and due dates to ensure the plan moves forward. She stated that there may be a cost associated with implementing many of the 50 tactics. In some instances, those costs may be minor and handled within institutions' current budgets, but, in other cases, there may be a need for a legislative budget request to help fund the initiatives. Any reports or recommendations coming forward from the Implementation Committee will address the fiscal impact of such tactics.

Dr. McKee explained the key deliverables on the following topics: quality courses, data collection, professional development, UF Online, Board regulations, cost of online education, collaborations, infrastructure, student services, and program/course development.

6. Concluding Remarks and Adjournment

Governor Lautenbach adjourned the meeting at 8:50 a.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
June 22, 2016**

SUBJECT: Update on the Opt-in, Common Learning Management System

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

After an extensive, inclusive competitive selection process, Canvas was selected in January 2016 as the common, opt-in learning management system for state universities and for those institutions in the Florida College System interested in participating.

An update will be provided regarding universities' plans for opting into the common LMS.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Nancy McKee

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
June 22, 2016**

SUBJECT: Implementation of the *2025 Strategic Plan for Online Education*

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board approved the *2025 Strategic Plan for Online Education* at its meeting in November 2015. The Innovation and Online Committee will be presented with an update on its implementation.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Nancy McKee



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Audit and Compliance Committee

Grand Ballroom

***FAIRWINDS* Alumni Center**

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

June 22, 2016

3:00 p.m. - 3:30 p.m.

or

Upon Adjournment of Previous Meeting

Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton

Members: Huizenga, Jordan, Lautenbach, Link, Valverde

1. **Call to Order and Opening Remarks** **Governor Alan Levine**

2. **Minutes of Committee Meeting** **Governor Levine**
 - Minutes, March 17, 2016

3. **Discussion of Regulations Drafts** **Mr. Joseph Maleszewski,**
*Inspector General and
Director of Compliance*

4. **2016-2017 Risk Assessment and Work Plan** **Mr. Maleszewski**

5. **Update, Florida A&M University** **Mr. Maleszewski**
2013 Corrective Action Plan

6. **Summary of SUS Audit Reports** **Mr. Maleszewski**

7. **Concluding Remarks and Adjournment** **Governor Levine**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 22, 2016**

SUBJECT: Minutes of Committee Meeting held March 17, 2016

PROPOSED COMMITTEE ACTION

Approval of the March 17, 2016, Committee meeting minutes

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will consider approval of the minutes of the March 17, 2016, Committee meeting.

Supporting Documentation Included: Minutes: March 17, 2016

Facilitators/Presenters: Governor Alan Levine

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
AUDIT AND COMPLIANCE COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
MARCH 17, 2016

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

Chair Alan Levine convened the meeting of the Audit and Compliance Committee at 9:49 a.m., at the University Conference Center on the University of West Florida campus, in Pensacola, Florida. The following Audit and Compliance Committee members were present: Wayne Huizenga, Ned Lautenbach, Wendy Link, and Fernando Valverde (by phone). The following members of the Board were also present: Richard Beard, Dean Colson, Daniel Doyle (by phone), Patricia Frost, Tonnette Graham, Tom Kuntz, Katherine Robinson, Pam Stewart (by phone), and Norman Tripp.

1. Call to Order

Mr. Levine called the meeting to order.

2. Approval of Minutes

Mr. Lautenbach motioned that the Committee approve the minutes of the Audit and Compliance Committee held January 20, 2016, as presented. Mr. Huizenga seconded the motion. The minutes were approved.

3. Performance-based Funding Data Integrity Results

Mr. Levine discussed the results of State University System institutions' audits regarding Performance-based Funding Data Integrity. He explained that data integrity is key to ensuring we have the best possible information on which to base important performance-based funding decisions. Data integrity assurance is dependent on audits conducted by each university's internal audit office, completed Data Integrity Certifications, and corrective action plans (as needed).

Mr. Levine provided a summary of the audit report results and corrective action plans. He stated that these materials are provided in the meeting materials. He

also noted that Florida Polytechnic University is not eligible to receive Performance-based Funding.

In summary, Mr. Levine stated that all audits concluded that university controls and processes which ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors were adequate. Additionally, the audit provided a reasonable basis of support for the President and Board Chairs' Data Integrity Certification. Findings were similar to those from last year and related to timeliness of data submissions, system access controls, the need for enhanced policies and procedures, and data errors.

4. Update, Florida Polytechnic University – Operational Audit Report

Mr. Levine provided a brief summary of the December 2015 Auditor General operational audit report of Florida Polytechnic University that was discussed with the Committee at its last meeting January 20, 2016. There were eight findings in the areas of administrative management and board policies, personnel and payroll, and procurement and payments. In preparation for the Board of Governors January 2016 meeting, Vice President and Chief Financial Officer, Mark Mroczkowski, provided the Board of Governors Inspector General, Joseph Maleszewski, with a status of the university's corrective actions. The Audit and Compliance Committee directed Mr. Maleszewski to continue monitoring the university's progress on those items and provide a progress report at the Committee's March 17, 2016, meeting. Additionally, Mr. Levine suggested that future progress reports be provided in the Select Committee on Florida Polytechnic University chaired by Governor Wendy Link.

Mr. Levine shared the details of Mr. Mroczkowski's March 2016 progress report with the Committee and stated that corrective actions are expected to be complete in October 2016.

5. Concluding Remarks and Adjournment

The meeting of the Audit Committee was adjourned at 9:57 a.m.

Alan Levine, Chair

Lori Clark, Compliance and Audit Specialist

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 22, 2016**

SUBJECT: Discussion of Regulations Drafts

PROPOSED COMMITTEE ACTION

Discussion of the regulations drafts

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Mr. Maleszewski will provide an update to the Committee of the activities associated with drafting the following four regulations:

- 4.001 *State University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement;*
- 4.002 *State University System Chief Audit Executives;*
- 4.003 *State University System Compliance and Ethics Programs; and*
- 4.004 *Board of Governors Oversight Enforcement Authority.*

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 22, 2016**

SUBJECT: Office of Inspector General and Director of Compliance 2016-2017 Work Plan

PROPOSED COMMITTEE ACTION

Approval of Office of Inspector General and Director of Compliance 2016-2017 Work Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Section 20.055, Florida Statutes, requires Inspectors General to create annual and long-term work plans. The Office of Inspector General and Director of Compliance work plan is presented today for review and consideration for Committee approval.

Supporting Documentation Included: Office of Inspector General and Director of Compliance 2016-2017 Work Plan

Facilitators/Presenters: Mr. Joseph Maleszewski



Office of the Inspector General and Director of Compliance 2016-2017 Work Plan

**Joseph K. Maleszewski, MBA, CIG, CIA, CISA, CIGI, CIGA, CGAP, CCEP
Inspector General and Director of Compliance**



INTRODUCTION

The Office of Inspector General and Director of Compliance (OIGC) was established within the Board Office to provide a central point of coordination and responsibility for activities that promote accountability, integrity and efficiency. The duties, functions, and activities of the OIGC are prescribed pursuant to Sections 20.155, and 20.055, Florida Statutes.

Our work plan for fiscal year 2016-17 is based on our 2016 risk assessment as well as prior audit and investigative coverage. Important to this work plan development process was consideration of audit topics included in the Auditor General's operational audit of the Board Office.

OIGC WORK PLAN - FISCAL YEAR 2016-2017

Section 20.055, Florida Statutes, specifies that the Inspector General develop long-term and annual audit plans based on the findings of periodic risk assessments and that the plan show the individual audits to be conducted during each year and related resources to be devoted to the respective audits. The plan is submitted to the Audit and Compliance Committee, the Board of Governors, and the Chancellor for approval. A copy of the approved plan is also submitted to the Auditor General.

To help ensure that Board Office risk exposures are understood and managed, the OIGC conducted a risk assessment survey. The risk assessment has a two-fold purpose: 1) to help identify potential risks to the operational and programmatic activities of the Board Office; and 2) to assist the OIGC in identifying audit projects and assignments for the coming fiscal year.

Fifty-nine (59) of 65 Board Office staff (91%) participated in a one-hour OIGC risk assessment meeting. Thirty-six (36) of 65 Board Office staff (55%) completed the risk assessment survey.

The 20-question survey inquired about management controls; communications; staffing and resources; data systems and information; reporting; degree of change; performance measures; fraud, waste and abuse; and risks. The first 13 questions were based on the Likert scale and provided the opportunity for additional free-response information. The remaining seven questions were free-response. The survey results were compiled and analyzed both quantitatively and qualitatively.

Using assumptions regarding leave usage, professional development, indirect time, and likely vacancies, we computed the OIGC staff hours available for projects. In total the OIGC will have 5,070 hours available for projects including audit, investigative and compliance activities. We estimated that it would take 350 of these hours to complete three OIGC projects currently in progress.



We also set aside approximately 10% (500 hours) for special projects to meet management's and the board's needs as priorities are identified.

Based on the results of our 2016 risk assessment, the following areas were identified as priorities for fiscal year 2016-2017.

Annual Work Plan - FY 2016-2017	
Project Title	Estimated Hours
AUDIT ACTIVITIES - ASSURANCE AND CONSULTING	
Information Resource Management - Information Technology Governance	350
State University System of Florida Board of Governors Foundation	350
Performance Based Funding Model - University Data Integrity	150
Board of Governors Regulations - Benchmarking	200
Board Office Operational Audit Follow-up	50
FAMU Corrective Action Plan Follow-up	100
INVESTIGATIVE ACTIVITIES	
Complaint Intake and Triage	300
Preliminary Inquiries	300
Investigations	300
COMPLIANCE ACTIVITIES	
Board Office Compliance Program Development	200
Board of Governors Regulations - Compliance	200
Non-profits Audit Report Submissions and Compliance	240
OIGC OPERATIONAL ACTIVITIES	
Risk Assessment and Audit Plan - 2017-2018	250
OIGC Annual Report - 2015-2016	120
Regulation Development - Fraud and Independent Audit Coverage	400
Chief Audit Executive - Investigative Standards/Guidelines	100
Data Request System for Collection of SUS External Audit Reports	150
Board of Trustees Orientation and Summit	80
Committee and Board Meeting Preparations	380
<i>Special Request Hours (Approximately 10%)</i>	<i>500</i>
<i>Carry Forward Hours</i>	<i>350</i>
Total	5,070



Additionally, the following audit topics have been scheduled as part of the OIGC's long-term work plan.

Long-Term Work Plan - FY 2016-2017	
Public Private Partnership	350
File Transfer Protocol Server Security	120
Institutes and Centers	350
Academic Program Review Database and Reporting Process	350
Information Technology System-wide Risk Assessment	400
Performing Information Technology Audits - Shared Services	200
Board Office Data Security	300
Board Office Contracts	250
Compliance Review - Articulation	200
Compliance Review - Waivers	200
Compliance Review - Reporting Accuracy for Academic Learning Compacts	300

The OIGC work plans are subject to change based on the results of the periodic risk assessments and requests made by the Board of Governors or the Chancellor to evaluate particular programs.

Respectfully Submitted: _____ Date: _____

Inspector General

Approved by: _____ Date: _____

Chancellor

Approved by: _____ Date: _____

Chair, Audit and Compliance Committee

Reviewed by: _____ Date: _____

Chair, State University System of Florida Board of Governors

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 22, 2016**

SUBJECT: Florida A&M University Corrective Action Plan

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will update the Committee on the status of Florida A&M University's corrective action plan. The Committee approved Mr. Maleszewski to conduct follow-up in the three areas below:

- FAMU Intercollegiate Athletics cash deficit reduction plans;
- Interim Appointments - focusing on the President's efforts to establish a permanent and stable leadership team; and
- Facilities - focused on the results of the current investigations/audits to see the nature of issues reported as a result of that work.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 22, 2016**

SUBJECT: Summary of State University System Audit Reports

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Mr. Maleszewski will provide a summary of the audit reports related to State University System of Florida institutions.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee

Grand Ballroom

***FAIRWINDS* Alumni Center**

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

June 22, 2016

3:45 p.m. - 4:45 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link

Members: Beard, Frost, Hebert, Robinson, Stewart, and Valverde

1. **Call to Order and Opening Remarks** **Governor Norman Tripp**

2. **Minutes of Committee Meeting** **Governor Tripp**
Minutes, March 16, 2016

3. **Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash**
*Vice Chancellor for
Academic and Student Affairs*

4. **Academic Program Pre-proposal Recognition System
(APPRiSe) Survey Summary Report** **Dr. Ignash**

5. **Academic Program Items**
 - A. Exception to 120 Credit Hours, Bachelor of Science in
Dietetics and Nutrition, CIP 51.3101, Florida International
University **Governor Tripp**

- B. Exception to 120 Credit Hours, Bachelor of Science in Mechanical Engineering, CIP 14.1901, University of West Florida **Governor Tripp**
- C. Ph.D. Human-Centered Computing, CIP 11.0104, University of Florida **University Representative**
- D. Ph.D. Youth Development and Family Sciences, CIP 19.0707, University of Florida **University Representative**
- E. Ph.D. Behavioral and Community Sciences, CIP 51.2212, University of South Florida **University Representative**
- F. Ph.D. Linguistics and Applied Language Studies, CIP 16.0102, University of South Florida **University Representative**
- 6. Public Notice of Intent to Amend Board of Governors Regulations **Governor Tripp****
 - A. Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings
 - B. Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments
 - C. Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirements
- 7. Academic and Student Affairs Updates**
 - A. SUS Council of Academic Vice Presidents (CAVP) **Dr. Ron Toll**
Chair, CAVP
 - B. SUS Council for Student Affairs (CSA) **Dr. Kevin Bailey**
Chair, CSA
 - C. Florida Student Association **Governor Jacob Hebert**
Chair, Student Government Association
- 8. Concluding Remarks and Adjournment **Governor Tripp****

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Minutes of Committee Meeting held March 16, 2016

PROPOSED COMMITTEE ACTION

Approval of the minutes of the meeting held on March 16, 2016 at University of West Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on March 16, 2016 at University of West Florida.

Supporting Documentation Included:	Minutes, March 16, 2016
Facilitators/Presenters:	Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
MARCH 16, 2016

*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

Chair Norman Tripp convened the meeting on March 16, 2016 at 2:31 p.m. with the following members present and answering roll call: Governors Link, Beard, Frost, Graham, Robinson, and Stewart. A quorum was established.

2. Meeting Minutes

Chair Tripp asked for a motion to approve the minutes from the January 21, 2016 committee meeting. Governor Frost moved to approve the minutes. Governor Link seconded the motion, and the motion was approved.

3. Vice Chancellor and Chief Academic Officer's Report

Dr. Ignash reported on the following activities of the Academic and Student Affairs (ASA) unit:

- Board staff has been conducting bill analyses and responding to requests from legislative staff for data and information.
- The Academic Coordination Project Workgroup met on February 16 in Orlando to review new program proposals and to discuss issues pertaining to Board regulations.
- ASA staff met with representatives from the Department of Economic Opportunity to provide suggestions for SOC codes that do not have a crosswalk with a CIP code.
- ASA staff are reviewing Ph.D. proposals for the June meeting.
- Board and Florida College System staffs met to discuss additions to the general education core curriculum that was implemented due to HB 1735 in 2012. Letters have been sent to the universities regarding requests for additions.
- Vice Chancellor Ignash attended a meeting of the FAMU-FSU College of Engineering Management Council on February 17 and a second meeting on

February 24 with the Chancellor and FAMU's and FSU's top leadership to discuss academic topics.

- ASA staff has been working with other Board staff on the distance learning goals for the Innovation and Online Committee. A researcher in the ASA unit will participate in one of the sub-committees of the online taskforce that deals with data issues.
- ASA staff met via teleconference call with the 12 Vice Presidents for Research to get their input on the two-year work plan for research.
- With Governor Link and Chancellor Criser, Vice Chancellor Ignash met with Florida Polytechnic University's Board Chair, President Avent, and top leadership.
- Along with Dr. Christy England-Siegerdt and Mr. Jason Jones, Vice Chancellor Ignash was invited to participate in the Vertex Conference in Austin, Texas, April 18 and 19, sponsored by the University of Texas System to investigate the intersection of higher education and workforce and to better understand federal and state level workforce data and policies.

4. Academic Program Items

A. Limited Access Status for the Bachelor of Fine Arts, (50.0702) at Florida International University

Chair Tripp presented the request for seeking limited access status for the Bachelor of Fine Arts, in Art, CIP 50.0702. The reason for seeking limited access admission is due to limited availability of faculty and space resources. The FIU Board of Trustees approved the Bachelor of Fine Arts in Art with Limited Access Status on December 9, 2015. President Rosenberg stated that this modification to the program will allow for better student retention and success and provide sufficient faculty support to better prepare students for the BFA program through portfolio review prior to admission to the program. Chair Tripp requested a report one year from the start of the program regarding the number of students that applied, the number of students having to go to the BA program, and information about the demand for jobs when students complete the program.

Governor Frost moved to approve limited access status for the Bachelor of Fine Arts, CIP 50.0702, at Florida International University. Governor Link seconded the motion, and the motion was approved.

B. Limited Access Status, Bachelor of Public Health, (51.2201) at University of Florida

The University of Florida requested Limited Access Status for the Bachelor of Public Health, CIP 51.2201, because of limited faculty resources and space. The program

includes small hands-on interactive labs, field experiences, internships, and the faculty resources available to supervise these experiences are limited. The University of Florida, Board of Trustees approved the Bachelor of Public Health with Limited Access Status on December 4, 2015. Governor Link moved to approve limited access status for the Bachelor of Public Health, CIP 51.2201, at University of Florida. Governor Frost seconded the motion, and the motion was approved.

5. Board of Governors Regulations

A. Public Notice of Intent to Amend Board of Governors Regulation 6.009
Admission of International Students to SUS Institutions

Chair Tripp introduced public notice of intent to amend Board of Governors Regulation 6.009, Admission of International Students to SUS Institutions. The regulation was reviewed by university general counsels, the Council of Academic Vice Presidents, the Council of Student Affairs, and other state university staff. Governor Robinson moved to approve public notice of intent to amend Board of Governors Regulation 6.009 Admission of International Students to SUS Institutions. Governor Beard seconded the motion, and the motion was approved.

6. Raising the Research Profile of the State University System

Dr. Jan Ignash presented a draft committee work plan to facilitate raising the research profile of the State University System. Dr. Ignash reported the following:

- The Vice Presidents of Research have identified four major key research areas for the Florida SUS: advanced manufacturing; cybersecurity; health, especially neuroscience and aging; and marine/coastal studies.
- The past three federal workshops in Washington D.C. in October provided an opportunity for the SUS to hold conversations with the directors of large funding agencies in the federal government and have included Homeland Security, Cybersecurity, NIH, and NSF.
- The SUS now has a common/reciprocal IRB, which will expedite collaborative SUS research. Federal agency directors in Washington D.C. were impressed with this accomplishment. Research questions today are interdisciplinary and it is important to work across institutions and across departments within institutions.
- A draft outline of topics that focus on faculty and facilities has been provided. The Vice Presidents of Research reported that it is critical to recruit and retain star faculty. It is also critical to have state-of-the-art labs and computer facilities for faculty.
- A legislative budget request (LBR) for a big data computing infrastructure for the System has been developed by the Board office for the past two years but has not been funded. The SUS research community still needs such a facility.

- An outline of the topics for each of the Board meetings for the next two years has been provided. In June, the Vice Presidents of Research will have a panel discussion that drills down to some of these topics in greater detail.

Chair Kuntz questioned how we know we are making progress toward critical goals, which include significant increases in research funding and hiring star faculty. Dr. Ignash responded that the accountability report and the strategic plan provide indicators, and noted that there has been a \$96 million increase in research expenditures this year. The pre-eminent universities have kept good track of new hires they have made; every university does that. The Board's current data systems can track some of these indicators.

Chair Kuntz considered having a stoplight report with updates at each of the Board's six yearly meetings. He asked if we know how many faculty we think we should be hiring. Dr. Ignash commented that hiring faculty is seasonal and the process can take many months, with most new hires being made in the fall. Chair Kuntz suggested creating a dashboard that includes grant applications by universities, the results of grant applications, areas of application, and major grants lost.

President Kent Fuchs stated that UF produces quarterly internal reports of metrics including:

- 1) the dollar amount of proposals up to that point in the quarter, as well as cumulative,
- 2) the number of proposals submitted,
- 3) the dollar amount of any award, and
- 4) the actual expenditures.

Governor Frost suggested that, in the future, the Board take 20 minutes to have each president talk about his or her research strengths so everyone is educated in this area.

Governor Frost moved to approve the Academic and Student Affairs Committee work plan titled Raising the Research Profile of the State University System. Governor Beard seconded the motion, and the motion was approved.

7. National Academy of Inventors (NAI), USF

President Genshaft introduced Dr. Paul Sandberg, the NAI's founder and President, who provided a history of NAI and its performance. Dr. Sandberg showed two videos highlighting inventions: Merry Lynn Morris at USF, the inventor of the Rolling Dance Chair, and Nan-Yao Su at UF, the inventor of the Sentricon System. Dr. Su spoke of his research and expressed the importance of academia's involvement in invention efforts.

Richard Mosby of the U.S. Department of Commerce was introduced and reported that an MOU had been signed with the NAI that will foster and expand their relationship.

When asked by Chair Tripp how to encourage more innovation activity in the SUS, Dr. Sandberg noted the need for state metrics, universities working together, and collaboration with private industry. Dr. Genshaft commented that productivity in innovation and invention should be included in university promotion and tenure guidelines.

8. Discussion on Civics Education

Chair Tripp recognized Board member Alan Levine to share an item of concern. Governor Levine shared statistics on students' knowledge of American civics. He noted that there is no general education requirement for U. S. History and American Civics. Governor Levine asked the committee for the Chancellor and Vice Chancellor to collaborate with Provosts at state universities to determine what inventory of data exists on Florida graduates and their knowledge of American government and its institutions, the Bill of Rights and liberties which flow from them, American history, America's role in major world events, and the American economic system. He asked the Provosts to come up with suggestions. Chair Tripp said that he expressed the concern with the Chair of the CAVP and the CAVP would discuss these issues. Governor Frost agreed that the Board needs to be concerned about college students' knowledge of American history and civics.

9. Academic and Student Affairs Updates

A. SUS Council of Academic Vice Presidents (CAVP)

Provost Ron Toll, Chair of the CAVP, reported on the following CAVP activities:

- Along with the SUS Vice Presidents for Finance, the Provosts will meet on March 29 with the Board's Chair and Vice Chair and the Chancellor and other Board staff to provide input on performance-based funding metric #3. A meeting has been scheduled to discuss implementation of the online strategic plan, the learning management system CANVAS for the state of Florida, and civic education.
- The SUS needs to continue to discuss clinical placements as bottlenecks for producing healthcare (nursing, PT, and OT students and others) professionals.

B. SUS Council for Student Affairs (CSA)

Dr. Kevin Bailey, Chair of the Council for Student Affairs, reported on the following CSA activities:

- The next anti-hazing summit will be in Fall 2016 at FIU in conjunction with another student affairs meeting. Three areas will be presented at a retreat in June prior to the BOG meeting at UCF and include: mental health, career services, and health center directors.

C. Florida Student Association (FSA)

Governor Tonnette Graham reported on the following activities:

- The February 10 “Rally in Tally” was successful, followed by Governor Scott’s reception on education.
- The student leaders are currently in the process of transitioning out of their terms and transitioning the new student leaders into theirs. Plans are underway for the FSA transition retreat scheduled for early next month.

Governor Graham introduced host student body president Daniel McBurney for the presentation on mental health, which is FSA’s new initiative, unanimously approved by vote in December. Each of the 12 student governments have been putting on events to promote awareness of mental health issues on campus and helping connect students with campus resources.

Having no further business, Chair Tripp adjourned the meeting at 4:02 p.m.

Norman Tripp, Chair

Richard P. Stevens,
Assistant Vice Chancellor, Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide an update regarding the activities of the Office of Academic and Student Affairs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Academic Program Pre-proposal Recognition System (APPRiSe) Survey
Summary Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide a summary of the survey results for the Academic Program Pre-proposal Recognition System (APPRiSe).

The APPRiSe system, developed in March 2015, facilitates communication and coordination across the State University System and Florida College System institutions. Following its implementation, the State University System and the Florida College System institutions incorporated the requirement for participation in the APPRiSe system in their new degree program proposal documentation.

This spring, a year after its implementation, staffs from the FCS and the SUS surveyed APPRiSe users. Respondents were quite positive about the usefulness of APPRiSe in alerting both state colleges and universities earlier in the process of when new baccalaureate programs are being planned.

Supporting Documentation Included: APPRiSe Survey Summary

Facilitators/Presenters: Dr. Jan Ignash

5/16/2016

2016 APPRiSe Survey

Findings

Executive Summary

The survey's response rate was 32 percent, 24 out of the 76 APPRiSe users completed the survey. Ten respondents were associated with eight universities, 13 respondents were associated with 11 colleges, and one user did not specify an affiliation.

Some of the main findings of the survey are:

- The majority of the responders did not contact other colleges and/or universities in regard to the proposed programs added to the system.
- The main goals for those who contacted other institutions were coordination and collaboration (most common), finding out more information, and communication.
- Ninety six percent (23) of the survey respondents agreed that the APPRiSe system was useful in providing an early alert concerning the prospective implementation of new baccalaureate degree programs at Florida's colleges and universities.
- Sixty seven percent (8) of the survey respondents liked the system and had no substantive recommendations for improving it. Three other responses provided some suggestions for improvements to APPRiSe: 1) new provosts should be informed about the APPRiSe system, 2) more details related to the curriculum in the system would facilitate internal communication, and 3) it is unclear how objections or criticism regarding new prospective programs listed on APPRiSe are being handled.
- Since its inception users from seven universities and eight colleges added programs to the APPRiSe system.
- Users from eight universities and 11 colleges completed the APPRiSe survey.
- No users reported any technical difficulties in using APPRiSe.

Survey Results by Question

The survey's response rate was 32 percent, 24 out of the 76 APPRiSe users completed the survey. Ten (10) respondents were associated with eight universities, 13 respondents were associated with 11 colleges, and one user did not specify an affiliation.

5/16/2016

Q1 - By phone, email, or other method outside of the APPRiSe, did you directly contact other colleges or universities regarding their proposed programs?

Sixty three percent (15) of the respondents noted that they did not contact other colleges and/or universities regarding a proposed program, while 37 percent (9) did contact other colleges and/or universities.

Q2: Which institution(s) did you contact?

- Four university users contacted one college (Santa Fe College) and other universities;
- Five state college users contacted three universities (FGCU, UCF, and USF) and other colleges.

Q3: What was the main purpose of the contact?

The most common purpose for the contact was coordination and collaboration (most common), finding out more information, and communication.

Q4: Please describe the outcomes, if any, of the communication.

The main outcomes of the APPRiSe system were enhanced communication and coordination across and within the systems.

Q5: Do you feel that the APPRiSe system is useful in providing an early alert concerning the prospective implementation of new baccalaureate degree programs at Florida's colleges and universities?

Ninety six percent (23) of the survey respondents found the APPRiSe system useful in providing an early alert concerning the prospective implementation of new baccalaureate degree programs at Florida's colleges and universities.

Q6: If yes, why? (How is the APPRiSe system useful to you?)

The most common cited reasons for the usefulness of the APPRiSe system were communication within and across the systems, as well as planning and coordination.

5/16/2016

Q7: If no, why not? (How is the APPRiSe system not useful?)

One respondent noted that he is not familiar with the APPRiSe system and its purpose.

Q8: Did you have any difficulties with the APPRiSe system from a technical standpoint?

All respondents noted that no technical difficulties were encountered while using the system.

Q9: If yes, what was the technical difficulty and do you have any recommendations for fixing the technical difficulty?

No user encountered technical difficulties with the system.

Q10: Do you have any recommendations for making the APPRiSe system more useful?

Sixty seven percent (8) of the survey respondents liked the system and had no substantive recommendations for improving the system. Several other respondents had some suggestions for improvement:

- New provosts should be informed about the APRiSE system and its role and expectations for using it (one respondent).
- Inclusion of the curriculum for the proposed programs would facilitate internal communication (one respondent).
- It is unclear how objections or criticism regarding new prospective programs listed on APPRiSE are being handled (one respondent).

Q11: Are there any other comments you would like to add about the APPRiSe system?

Additional responses were positive and included the following:

- "very useful,"
- "continue to raise awareness and promote dialogue,"
- "a useful system that is regularly reviewed by administrators and staff,"
and

5/16/2016

- “it is a useful tool that encourages transparency and collaboration.”

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Exception to 120 credit hours for the Bachelor of Science in Dietetics and Nutrition (CIP 51.3101) at the Florida International University

PROPOSED COMMITTEE ACTION

Consider approval of an exception to 120 credit hours for the Bachelor of Science in Dietetics and Nutrition at the Florida International University, CIP Code 51.3101

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

The Florida International University (FIU) seeks an exception to the 120 credit hours baccalaureate degree requirement for the Bachelor of Science in Dietetics and Nutrition – Coordinated Program track. The Coordinated Program track requires the completion of 12 additional credit hours of supervised practice experience beyond the 120 credit hours of didactic coursework. The supervised practice courses address specialized accreditation requirements associated with the Accreditation Council for Education in Nutrition and Dietetics. Graduates of FIU’s Bachelor in Dietetics and Nutrition - Coordinated Program track would be eligible to sit for the licensure examination. Typically, graduates of undergraduate programs in Dietetics are required to complete an additional 1,200 hours of experience either through a coordinated program or a dietetics internship to be eligible to sit for the licensure examination. Therefore, FIU’s Bachelor of Dietetics and Nutrition – Coordinated Program track graduates will be able to sit in for the licensure examination. This option would also be more affordable for students than the post-graduation dietetics internship option. The FIU program is the only public university in the state that offers its graduates the Coordinated Program option for the Bachelor in Dietetics and Nutrition.

The FIU Board of Trustees approved the exception to 120 credit hours to degree for the Bachelor of Science in Dietetics and Nutrition on March 11, 2016. If approved by the Board of Governors, the exception will become effective Fall 2016.

Supporting Documentation Included: Request for exception to 120 credit hours

Facilitators/Presenters: Governor Norman Tripp



MEMORANDUM

To: Jan Ignash, Vice Chancellor
Academic and Student Affairs

Richard Stevens, Director
Academic and Student Affairs

From: Kenneth G. Furton 
Provost and Executive Vice President

Date: March 15, 2016

Subject: Request for exception to the 120 credit for the Bachelor of Science in
Dietetics and Nutrition (CIP 51.3101)

On March 11, 2016, the Florida International University Board of Trustees approved an exception to the 120 credit for the Bachelor of Science in Dietetics and Nutrition (CIP 51.3101).

FIU does offer a 120 credit hour degree in Dietetics and Nutrition which is consistent with other traditional degrees in the field in the SUS. However students can apply to a special track called the Coordinated Program (CP) which requires an additional 12 hours of supervised practice experience above the 120 credit hours of didactic coursework. These supervised practice courses are required for licensure to meet specialized accreditation by the Accreditation Council for Education in Nutrition and Dietetics for the CP.

FIU is the only public university in Florida that provides students with the opportunity to graduate ready to complete the Examination for Registered Dietitians and enter the job market at the undergraduate level through a Coordinated Program. In order to comply with the accreditation standards set by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) students must complete 132 credit hours of didactic coursework and supervised practicum. FIU is requesting approval to exceed the 120 credit hour limit by 12 credit hours, bringing the total for this limited access program to 132 credit hours.

Should you have any questions or require further information, please feel free to contact me.



Exception to 120 Credit Hours to Degree: Dietetics and Nutrition Supporting Documentation

Since the university opened in 1972, the Coordinated Program in Dietetics has provided both the coursework and supervised practice experience for graduates to sit for the Registration Examination for Dietitians*. The program requires 72 credits of upper division coursework to meet the requirements for accreditation and licensure:

Upper Division Program

Required Courses: (72 credits)

FOS 3021 Fundamentals of Food 3

FOS 3021L Fundamentals of Food Lab 1

HUN 4403 Life Cycle Nutrition 3

FOS 4041 Food Science 3

FOS 4041L Food Science Lab 1

FSS 3233C Institutional Food service Production 3

HUN 4240 Nutrition and Biochemistry 3

DIE 3005 Orientation to Dietetics 1

DIE 3125 Management of Dietary Systems 3

DIE 3125L Management of Dietary Systems Lab 1

DIE 3310 Dietetics in Community Health 3

DIE 3244 Medical Nutrition Therapy 3

DIE 3244L Medical Nutrition Therapy Lab 1

DIE 3434 Nutrition Education – GL 2

DIE 3434L Nutrition Education Lab 1

HUN 4241 Advanced Nutrition 3

DIE 4246 Clinical Nutrition 3

DIE 4246L Clinical Nutrition Lab 1

DIE 4435 Nutrition Counseling 3

DIE 4435L Nutrition Counseling Lab 1

HUN 4404 Nutrition, Physical Activity and Special Populations 3

DIE 4365 Dietetic Management of Nutrition Programs 3

DIE 4377 Applied Dietetic Management of Nutrition Programs 1

DIE 4506 Seminar in Dietetics and Nutrition 3

DIE 4564 Evidence Based Research in Dietetics 3

DIE 4963 Comprehensive Dietetic Examination 1

DIE 4537 Supervised Dietetics Practice I 6

DIE 4538 Supervised Dietetics Practice II 6

**The Registered Dietician Licensure credential is required to work in accredited hospitals, long-term care facilities, public health departments, and private practice nutrition counseling settings.*

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Exception to 120 credit hours for the Bachelor of Science in Mechanical Engineering (CIP 14.1901) at the University of West Florida

PROPOSED COMMITTEE ACTION

Consider approval of an exception to 120 credit hours for the Bachelor of Science in Mechanical Engineering at the University of West Florida, CIP Code 14.1901

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

The University of West Florida (UWF) seeks an exception to the 120 credit hours baccalaureate degree requirement for the Bachelor of Science in Mechanical Engineering (CIP 14.1901). The program length will be 130 hours. The increase in credit hours is needed because the Accreditation Board of Engineering and Technology requires engineering programs to include 33 credit hours of mathematics and science courses. This request is consistent with existing engineering bachelor's degree programs in the State University System which are approved for exceptions to 120 credit hours to meet accreditation requirements.

The UWF Board of Trustees approved the exception to 120 credit hours to degree for the Bachelor of Science in Mechanical Engineering on March 1, 2016. If approved by the Board of Governors, the exception will become effective Fall 2016.

Supporting Documentation Included: Request for exception to 120 credit hours

Facilitators/Presenters: Governor Norman Tripp

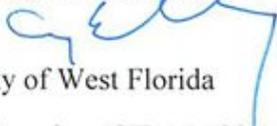


Office of the Provost
11000 University Parkway
Pensacola, FL 32514-5750

MEMORANDUM

DATE: March 24, 2016

TO: Mr. Richard Stevens, Assistant Vice Chancellor
Academic and Student Affairs, Florida Board of Governors

FROM: Dr. George Ellenberg, Vice Provost 
Division of Academic Affairs, University of West Florida

RE: Bachelor of Science in Mechanical Engineering (CIP 14.1901) to exceed 120 credit hours

The University of West Florida is seeking approval for its Bachelor of Science in Mechanical Engineering (BSME) to exceed 120 credit hours to degree. The increase in credit hours to 130 is needed as the BSME is designed to meet ABET accreditation standards, requiring 33 credit hours of mathematics and science courses.

Approval of this request would bring the UWF BSME program into conformity with other BSME, ABET-accredited degree programs in the State University System, as well as with UWF's ABET-accredited degree programs in Electrical Engineering and Computer Engineering. UWF will implement the BSME, requiring 130 hours, in Fall 2016.

Please contact Jay Clune, Associate Vice Provost for Academic Programs at (850) 474-2536 or jclune@uwf.edu if you have any questions or require additional information.

CC: Dr. Martha Saunders, Provost and Executive Vice President, UWF
Dr. Jay Clune, Associate Vice Provost for Academic Programs, UWF
Dr. Diana Barbu, Assistant Director, Academic and Student Affairs, BOG

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Ph.D. in Human-Centered Computing at the University of Florida, CIP Code 11.0104

PROPOSED COMMITTEE ACTION

Consider approval of the Ph.D. in Human-Centered Computing at the University of Florida, CIP Code 11.0104

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Florida (UF) is proposing to offer a PhD in Human-Centered Computing. The program will focus on design, construction, and evaluation of computational technologies as they relate to the human condition and their impact on society. The program will require the completion of 90 credit hours beyond a bachelor's degree. Up to 30 credit hours from a master's degree can be transferred into the PhD program.

The PhD in Human-Centered Computing would be the first such program to be offered by a Florida university and the fourth in the nation. The purpose of the program is to train a new generation of computing researchers/developers that design, implement, and evaluate computing systems and technologies in real world or applied contexts.

The UF Board of Trustees approved the program on December 4, 2015. If approved by the Board of Governors, the program will be implemented in Fall 2016.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters:

University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Human-Centered Computing **CIP Code:** 11.0104

Institution: University of Florida

Proposed Implementation Date: Fall 2016

Staffed By: Diana Barbu, Ph.D.

Initial Review Date: 3/30/2016 **Last Update:** 4/19/2016

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	2014-15 SUS Average Cost per FTE
Year 1	\$526,658	47.3% \$247,898	0% \$0	0% \$0	52.7% \$275,760	\$0	\$17,707	\$22,528 CIP 11*
Year 5	\$1,644,796	30.1% \$495,796	0% \$0	0% \$0	69.9% \$1,149,000	\$0	\$14,166	

* NOTE: The range of costs associated with the Average E&G Cost per FTE can vary considerably by university due to factors related to enrollment scale and diversity of programs in any particular CIP Code.

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	20	14
Second Year	20	14
Third Year	30	21
Fourth Year	40	28
Fifth Year	50	35

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	8	10	15	18	21	21	33	34

A. Program Description:

The University of Florida (UF) is proposing to offer a PhD in Human-Centered Computing (HCC) at its main campus. The program will focus on design, construction, and evaluation of computational technologies as they relate to the human condition and their impact on society. The purpose of the program is to train a new generation of computing researchers/developers that design, implement, and evaluate computing systems and technologies in real world or applied contexts. The proposal explains that the career paths for the graduates of this program include faculty members, research scientists, user experience designers, product and application developers, and usability engineers.

Staff research indicates that Human-Centered Computing “aims to bridge the existing gaps between the various disciplines involved with the design and implementation of computing systems that support human’s activities.” Additionally, Human-Centered Computing “facilitates the design of effective computer systems that take into account personal, social, and cultural aspects and addresses issues such as information design, human information interaction, human-computer interaction, human-human interaction, and the relationships between computing technology and art, social, and cultural issues” (Jaimes et al., 2007).

The PhD in Human-Centered Computing would be the first program to be offered by a Florida university and the fourth in the nation. The program will require the completion of 90 credit hours beyond a bachelor’s degree; up to 30 credit hours from a master’s degree can be transferred into the PhD program. The 90 credit hours required beyond a bachelor’s degree include 9 credits of core courses, 9 credits of restricted electives, 9 credits of cognate area electives, 45 to 48 credits of unrestricted electives, and 12 to 15 credits of dissertation and advanced research. In addition to coursework, students will be required to pass a qualifying examination, a dissertation proposal, and the dissertation defense.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal does not explicitly reference a State University System (SUS) Strategic Plan. However, it notes that the program will increase the number of STEM graduates as well as facilitate interdisciplinary collaborations and expand funding sources.

Need Analysis

The Taulbee Survey is developed by the Computing Research Association and it provides data related to doctoral enrollments, degrees awarded, and employment outcomes for more than 200 North American academic departments of computer science, computer engineering, and related fields. The proposal notes that, according to the 2014 Taulbee Survey, the job placement rate for the 61 graduates of PhD in Human

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Computer Interaction programs was 98% with only one graduate unemployed at the time of the survey. Board staff reviewed the 2015 Taulbee Survey and found that, although the number of degrees awarded decreased from 61 to 35, the percent of graduates employed increased from 98% to 100% from the 2014 to 2015 survey. The majority of graduates of these programs were most commonly employed in industry, followed by post-doctoral, tenure-track, researcher, government, and entrepreneurial positions.

The proposal includes five job advertisements for three faculty positions and two research scientist positions at different institutions across the country. Additionally, the proposal explains that “a search on EmployFlorida.com for web designer or graphic designer or usability yielded over 500 jobs in the state of Florida.” The same search has been repeated by staff and the results showed that a total of 482 (unduplicated) job openings have been advertised in the state of Florida. The educational requirements for many of these positions, however, did not include a doctoral credential. Moreover, when the same search was performed, but the educational requirement was set to doctoral degree, the number of openings decreased to zero. In other words, while plenty of job openings are advertised in areas related to “web designer or graphic designer or usability” in Florida, none of them require a doctoral credential.

Staff research shows that according to the Bureau of Labor Statistics and Florida’s Department of Economic Opportunity graduates of the Human-Centered Computing program could be employed in either one of the occupations listed in table A (please see below). However, due to entry-level educational requirements the graduates of the proposed PhD in Human-Centered Computing would most likely compete for the *Computer and Information Research Scientists* occupation. This occupation is projected to grow faster than the average at both state and national levels, with national growth projected at 11% between 2014 - 2024 and growth in Florida by 14% between 2015 - 2023. It should also be noted that graduates from other computer science and computer engineering disciplines can compete for either one of the occupations included in Table A.

Table A: Employment projections for occupations associated with CIP 11.0104 by educational level at the national and state level

Source	Occupations (for CIP 11.0104)	Projections	Entry-Level Education
BLS	Computer and Information Research Scientists	11%	Doctoral or Professional Degree
BLS	Software Developers	17%	Bachelor's Degree
DEO	Computer and Information Research Scientists	14%	Master's or Higher Degree
DEO	Software Developers, Applications	18%	Associate Degree
DEO	Software Developers, Systems Software	14%	Bachelor's Degree

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Sources: * Bureau of Labor Statistics (BLS) employment projections from 2014 to 2024 as of 3/25/2016. The BLS national [average growth rate for all occupations](#) is 7%. ** Florida Department of Economic Opportunity (DEO) employment projections from 2015 to 2023 as of 3/25/2016. The DEO calculated average growth rate for all occupations in Florida is 11% (staff calculations).

A search for open academic positions in Human-Centered Computing conducted on March 28, 2016, by the Board staff revealed more than 80 faculty-related positions, such as chair, faculty, director, and instructor advertised through the www.insidehighered.com and the Chronicle of Higher Education websites. The majority of these positions require the completion of a PhD degree. These searches also revealed more than 350 staff position openings, some of which also required the completion of a doctorate degree.

Demand Analysis

The proposal notes that four faculty have been recruited from Clemson University to set up the PhD in Human-Centered Computing program at the University of Florida. These four faculty members brought with them a total of 12 graduate students who decided to continue their studies at UF in the proposed program. Plus, some of UF's current doctoral students are also expected to switch majors and enroll in the proposed program, once approved.

Additionally, according to the proposal, a total of 40 applications were submitted for UF's existing PhD in Computer Engineering. Six applicants out of 40 inquired about the Human-Centered Computing program at UF and two of the six were accepted into Georgia Tech's PhD in Human-Centered Computing program. The proposal notes that students from FIU, FAMU, other public and private universities in the state, graduates of other bachelor's and master's programs from a variety of disciplines, as well as UF's Bachelor in Computer Engineering graduates, will be recruited into the program. The proposal estimates that the Human-Centered Computing program will start with 20 PhD students and grow to 40-50 within five years.

Substantially Similar Programs

Currently, no other public or private university in the state of Florida offers similar programs.

Summary

The new program adds to the list of program offerings at UF and may enhance UF's competitiveness for students and research funding. Evidence exists that the number of human-centered computing job openings in the academic and non-academic arenas is increasing, so there should be a growing demand for graduates of the proposed program to fill faculty and research positions.

Dr. Rebecca Grinter, a Full Professor in the School of Interactive Computing in

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the College of Computing at Georgia Tech reviewed the proposal as the external consultant. Dr. Grinter acknowledged that the proposed program's curriculum structure matches the curricula of the other similar programs offered by other universities. Dr. Grinter expressed support for the proposed program, noting that it would attract a diverse body of students into STEM and address fundamental research and workforce training needs.

C. **Assessment of the University Review Process in accordance with BOG Regulation 8.011:**

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

- | | | |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>The proposal has been approved by the university board of trustees and includes all required signatures.
The University of Florida Board of Trustees approved the program on December 4, 2015.</p> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.
The Board of Governors new degree proposal format is used, as expressed in the Board's Regulation 8.011.</p> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.
The pre-proposal was presented to the CAVP group in February 2015 and there were no formal concerns noted.</p> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.
The university provided adequate information on enrollment (Table 1-B),</p> |

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budget (Table 2 & 3) and faculty effort (Table 4).

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**
The program plan for achieving diversity has been reviewed and signed by the UF Equal Opportunity Officer on October 9, 2015.
- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**
The proposed program does not duplicate any program offerings at FIU or FAMU.

2. Budget – The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**
The University of Florida Board of Trustees approved the program on December 4, 2015.
- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**
The estimated E&G cost per student FTE is projected to be \$17,707 in the first year and decrease to \$14,166 by the fifth year. The average 2014-2015 SUS E&G cost per student credit hour for doctoral level CIP 11 is \$704 for a total of \$22,528 per student FTE. Therefore, UF's projected E&G cost per student FTE seems to be slightly lower than the SUS average cost per student FTE.
- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**
The program would follow the traditional E&G funding model.
- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate**

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education, or the university has provided a reasonable explanation for any impact of this redirection.

The proposal notes that other programs will not be impacted by the implementation of this program. The proposal explains that the program can benefit undergraduate students by exposing them to research opportunities.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

 The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.

 An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.
 Dr. Rebecca Grinter, a Full Professor in the School of Interactive Computing in the College of Computing at Georgia Tech was invited to review the proposal as the external consultant. Dr. Grinter acknowledged that the proposed program's curriculum is in alignment with other similar programs offered by other universities. She expressed her support for the fact that the proposal focused also on policy, which received less attention in the existing programs. In closing, Dr. Grinter expressed support for the proposed program, noting that it would attract a diverse body of students into STEM and address fundamental research and workforce training needs.

 The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.

According to the proposal, the Bachelor of Science in Computer Engineering program offered jointly by the Department of Electrical and Computer Engineering and the Department of Computer & Information Science & Engineering is accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET). The most recent accreditation review occurred in 2012 and no deficiencies or weaknesses were noted in the review.

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- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**
The proposal notes that the program will be offered at UF's main campus.

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**
The proposed doctoral program is geared towards students who completed an undergraduate degree from an accredited institution, or equivalent, with a GPA of 3.3/4.0 or higher. The program will require the completion of 90 credit hours beyond a bachelor's degree. Up to 30 credit hours from a master's degree can be transferred into the PhD program.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**
The proposal notes that the College is examining the appropriateness of pursuing Human Factors and Ergonomics Society (HFES) accreditation for this program.

5. Faculty - The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**
According to the proposal, 11 full-time faculty members will be directly involved in the new program. The university currently has 10 faculty members associated with the program and it intends to hire an additional one by the fall of 2016.
- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

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Table 4 shows that all the faculty members hold terminal degrees in their fields.

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**
The proposal provides evidence of faculty productivity. Faculty members received numerous awards such as Fulbright Scholars (2), National Science Foundation Career Awards (12), IEEE Fellowships (4), etc. Additionally, the research expenditures of the 2012-13 academic year exceeded \$5.2 million.
- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**
The proposal mentions the need for hiring one additional faculty member to start in Fall 2016.

6. Resources – The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program.

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**
- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**
According to the proposal, instructional space is sufficient.
- The university has ensured that necessary equipment is available to initiate the program.**
According to the proposal, all the necessary equipment is available.
- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**
The proposal notes that most of the students in the program will receive assistantship and fellowship appointments. Education and General (E&G) and Contracts and Grants (C&G) are the main sources of funds for these appointments, as provided in table 2.

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- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal notes that relationships have been established with Intel, Harris Corporation, Nielson, and the Institute for Human Machine Cognition. Plus, some of these companies already awarded fellowships to and/or provided internships opportunities for the Human-Centered Computing students.

References

Jaimes, A., Gatica-Perez, D., Sebe, N., & Huang, T. S. (2007). Guest Editors' Introduction: Human-Centered Computing – Toward a Human Revolution. *Computer*, (5), 30-34.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Ph.D. in Youth Development and Family Sciences at the University of Florida, CIP Code 19.0707

PROPOSED COMMITTEE ACTION

Consider for approval the Ph.D. in Youth Development and Family Sciences at the University of Florida, CIP Code 19.0707

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Florida (UF) is proposing a Ph.D. in Youth Development and Family Sciences. This research degree is designed to train future faculty members and researchers to conduct instruction and research that address problems, issues, and needs that emerge from the interactions among youth, their families, and the communities in which they live.

The proposed UF Ph.D. in Youth Development and Family Sciences would be the only doctoral program within CIP 19.0707 to be offered by a public university in the state of Florida. The program will require completion of 90 post-baccalaureate credit hours.

The UF Board of Trustees approved the program on April 1, 2016. If approved by the Board of Governors, UF will implement the program effective Fall 2017.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters:

University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Youth Development
and Family Sciences

CIP Code: 19.0707

Institution: University of Florida

Proposed Implementation Date: Fall 2017

Staffed By: Lynn Hunt Long

Initial Review Date: 4/20/16

Last Update: 4/28/2016

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	SUS 14-15 Average Cost per FTE
Year 1	\$252291	47.17% \$118998	0% \$0	0% \$0	23.78% \$60000	29.05% \$73293	\$43272	\$25307.20 19 CIP
Year 5	\$566012	42.36% \$239734	0% \$0	0% \$0	26.50% \$150000	31.14% \$176278	\$16253	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	4	2.75
Second Year	8	5.75
Third Year	12	8.75
Fourth Year	16	11.75
Fifth Year	20	14.75

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	4	5	8	12	15	16	26	28

Updated September 2015

A. Program Description:

The University of Florida is requesting approval to offer a Ph.D. in Youth Development and Family Sciences. According to the proposal, this program is a research degree designed to train future faculty members and researchers to conduct high impact research and instruction that address problems, issues, and needs that emerge from the interactions among youth, their families, and the communities in which they live. According to the proposal, research in this field relates to human growth and development, interpersonal and family processes and systems, and the influence of community on behavioral, psychosocial, and socio-emotional well-being of children, adolescents, and emerging adults.

The Ph.D. in Youth Development and Family Sciences will be the only doctoral program in the state with the 19.0707 CIP. The University of Florida is also the only university to offer a bachelor's degree and master's degree in this CIP. The University of Florida's proposed doctoral program will require a minimum of 90 post-baccalaureate credit hours. Up to 30 credit hours from a master's degree can be transferred into the PhD program. The program's course work will also include 45 credit hours of coursework and 15 credit hours of dissertation research.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal suggests alignment of the program with the State University System's goals by strengthening the quality, reputation, and recognition of academic programs, scholarship, research, and innovation, and community and business engagement in Florida.

The proposal states that the Ph.D. in Youth Development and Family Sciences will prepare future faculty members and researchers. Other possible employment avenues listed include federal and state agencies and nonprofit and nongovernmental organizations. With regard to the need, the proposal notes that individual and family services positions are expected to grow at a compound annual rate of 4.4% through 2022 (U.S. Bureau of Labor Statistics, December 2013). The proposal notes that many of these positions will require postsecondary education, requiring colleges and universities to prepare more students to work in the industry.

A search by Board staff found the Bureau of Labor Statistics to project employment of community and social service occupations to grow 10% from 2014 to 2024, faster than the average for all occupations. Postsecondary teachers, in general, are expected to grow 13%. <http://www.bls.gov/ooh/community-and-social-service/home.htm>

Updated September 2015

Board staff noted that the Florida Department of Economic Opportunity projects statewide employment growth between 2015-2023 as follows:

- postsecondary social sciences teachers (all other) is 16.2%;
- community and social services occupations is 13.3%

<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

According to the proposal, this program is an integrated discipline that has evolved from foundational academic programs in Human Development and Family Studies, Youth Development, and Community Sciences. Historically, schools that have housed these disciplines evolved from home economics, which became known as family and consumer sciences in the 1990s. According to the proposal, this integration has created a growing demand for graduates of doctoral programs who can teach and conduct research about youth, family, and community sciences, while the specific need for home economics teachers is showing a decline. Board staff noted projected employment between 2014 and 2024 for Postsecondary Home Economics Teachers is expected to decline 12%. The average median annual wage is listed as \$64,950.

<http://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Education,%20training,%20and%20library%20occupations>

Regarding the demand, the proposal provides the results of two UF surveys, with the most recent conducted in Fall 2014 of full-time students who were enrolled in the Department of Family, Youth and Community Sciences (FYCS) Master's program. Of the thirty-one responses, 67% of the students reported they would either be very interested (35%) or moderately interested (32%) in a PhD program if one were offered by the FYCS department. Twenty-six percent would be interested in applying within the next year while 35% would be interested in applying within the next five years.

This program would be the first Ph.D. in CIP 19.0707 in the State University System. The University of Florida currently offers a bachelor's degree and master's degree in this CIP. Board staff noted the enrollments for these programs as follows. This doctoral program will offer the opportunity for students to advance their education and research opportunities.

Upper-Division Undergraduate CIP 19.0707

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
UF	187	294	350	389	366	336	309	328	344	297

Beginning Graduate CIP 19.0707

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
UF	24	24	18	21	24	29	25	28	27	46

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Florida State University offers a doctoral degree in Family Relations, CIP 19.0101. The enrollment and degrees awarded for this program follow:

Advanced Graduate Enrollment CIP 19.0101

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
FSU	48	54	48	49	42	33	22	23	23	23

Degrees Awarded CIP 19.0101

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
FSU	8	4	8	7	8	10	15	5	6	5

The proposal indicates that 14 of 17 (82%) Association of American Universities (AAU) land grant universities offer a doctoral program in this or a related area; however, none of these programs are located in the Southeast. Board staff noted that Auburn University offers a Ph.D. in Human Development and Family Studies and the University of Georgia offers a Ph.D. in Human Development and Family Science. Both are land grant universities but are not AAU member institutions.

An online search by board staff of related employment opportunities in the Chronicle of Higher Education Vitae and Inside Higher Ed returned approximately 16 listings including, but not limited to, the areas of part-time and full-time postsecondary teaching, youth development opportunities, and county extension positions.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall - *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

The proposal has been approved by the university board of trustees and includes all required signatures.

Updated September 2015

This proposed program was approved by the UF Board of Trustees on April 1, 2016.

- The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The new academic program proposal was written in the standard SUS format and in accordance with the criteria set forth in Board Regulation 8.011.

- The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.**

The pre-proposal was presented to the CAVP on 2/06/2105. As written in the proposal, there was a concern expressed by FSU as it offers a related doctoral program with a focus on family relations in CIP 19.0101. Because the proposed program emphasizes community and youth development, the CAVP recommended CIP 19.0707 for the program, which was subsequently adopted.

- The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

The Ph.D. in Youth Development and Family Sciences will be the only doctoral program in the state in the 19.0707 CIP. The concern presented by FSU during the CAVP review was addressed, as described above. There were no letters of support or concern included from other state universities.

- The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

From years one to five, UF anticipates increasing headcount from four students to 20 students. The faculty associated with this degree hold terminal degrees with disciplines in the areas of youth development, family science, community science, and research methods. Appendix A, Table 4, regarding anticipated faculty participation, includes one tenure-earning assistant professor, five tenured associate professors, and one tenured professor. The table shows the plan to hire two new tenure-earning assistant professors with initial date for participation in the program in fall 2017. Enrollment, faculty effort, and budget tables are completed and align

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appropriately.

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

University of Florida's Equal Opportunity Officer reviewed and signed the proposal on 08/19/15.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

FAMU and FIU do not offer this program.

2. Budget – The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the University Board of Trustees on April 1, 2016

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The proposal describes the faculty effort as measured in Person Years, increasing proportionately from 1.0 in year one to 2.5 in year five. The projected enrollment and general (E & G) cost per FTE in year one is \$43,272 and in year five is \$16,253. Board staff calculation for the cost per FTE using the 2014-15 expenditure analysis report is \$25,307.20.

- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The program will be offered as a traditional tuition-based program.

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- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The proposal indicates that no negative impacts are anticipated on other programs or services by the implementation of the Ph.D. in Youth Development and Family Sciences.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

The proposal describes a collaborative planning process involving faculty, administrators, the College of Agricultural and Life Sciences curriculum committee, the Graduate Council, and external reviewers. A chronological table outlining the collaborative planning process is included in the proposal on page 14.

- An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Appendix D includes a list of the consultants who reviewed the proposal and made recommendations. The list includes the name, title, and university associated with each reviewer.

According to the proposal, an external review was conducted in spring 2012 and the proposal describes the reviewers as an associate provost, dean, and an associate professor from Iowa State University, University of Georgia, and University of Minnesota, respectively. The review provided lists six program strengths and nine program weaknesses. Suggestions for improvement have been incorporated into the proposal.

- The university has found the level of progress that the department has**

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made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.

The proposal presents information on implementation of recommendations from the following reviews: external departmental review, research planning, the College of Agricultural and Life Sciences Curriculum review, the Dean's review, and the Office of Audit and Compliance review.

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

According to the proposal, the program will be offered through traditional delivery on the main campus.

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The proposal identifies the required core courses, research and statistics courses, electives/outside concentration courses, and dissertation research requirements as well as a sequenced course of study within the proposed program. The proposal describes the specific expected student learning outcomes relating to knowledge, skills, and professional behavior.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

According to the proposal, no specialized accreditation is available for the proposed program.

5. Faculty - The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

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- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

As noted in the proposal, from years one to five UF anticipates to increase headcount enrollment from four students to twenty students. According to Appendix A, Table 4, anticipated faculty includes one tenure-earning assistant professor, five tenured associate professors, and one tenured professor, with two new tenure-earning assistant professors anticipated in fall 2017. (Please note the narrative indicates anticipating the new hires by year five on page 26).

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

Table 4 in Appendix A of the proposal identifies the academic discipline or specialty of the program faculty and includes youth development, family science, community service, and research methods. All faculty have earned their Ph.D. According to the proposal, the faculty in the Department of Family, Youth, and Community Sciences in total have published 426 refereed articles, authored or edited 14 books, authored or co-authored 52 book chapters, and currently generate \$17 million in extramural funding.

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

According to the proposal narrative on pages 27-28, the faculty who will contribute to the program have been active in teaching, research, and service to the profession and the institution. The faculty CVs were not included in the proposal.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

According to Appendix A Table 4, two new tenure-earning assistant professors are anticipated to be hired with the initial date for participation in the program fall 2017. (Please note that page 26 of the proposal narrative indicates anticipating the new hires by year five). The academic discipline or specialty of one of the new assistant professors is youth development. Family science is the specialty of the other new assistant professor.

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6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The library director signed the proposal on August 19, 2015. The proposal includes a listing of resources available to faculty, staff, and students within Family Youth and Community. Resources include, but are not limited to, journals, databases, and e-book and e-collections.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, additional space is not needed to support this program.

- The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, no additional or specialized equipment is needed for the proposed program.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

Table 2 in Appendix A indicates that in year one, \$110,000 will be available for assistantships and fellowships and that in year five, \$225,000 will be available. According to the proposal, this doctoral program would allow the students in the program to be competitive for university-wide fellowships that are limited to doctoral students.

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The program will not require an internship or practicum. The proposal does describe being able to provide adequate sites for student research.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Ph.D. Behavioral and Community Sciences at the University of South Florida, CIP Code 51.2212

PROPOSED COMMITTEE ACTION

Consider for approval the Ph.D. in Behavioral and Community Sciences at the University of South Florida, CIP Code 51.2212

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing a Ph.D. in Behavioral and Community Sciences, an interdisciplinary program focusing on research and policy in the area of behavioral health and community sciences. This program prepares graduates to conduct research addressing behavioral health challenges (e.g., mental illness, substance use disorders, co-occurring disorders, developmental delays and disabilities, and behavior disorders) and socio-cultural challenges (e.g., poverty, disparities, homelessness) with the goal of improving community services through early intervention, integrated care, policy and system change, and positive behavioral interventions and support.

The proposed USF Ph.D. in Behavioral and Community Sciences would be the only doctoral program with CIP 51.2212 to be offered by a public university in the state of Florida. The program will require completion of 90 graduate credit hours.

The USF Board of Trustees approved the program on March 3, 2016. If approved by the Board of Governors, USF will implement the program effective Fall 2017.

Supporting Documentation Included: 1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters: University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Behavioral and
Community Sciences

CIP Code: 51.2212

Institution: University of South Florida

Proposed Implementation Date: Fall, 2017

Staffed By: Lynn Hunt Long

Initial Review Date: 03/28/2016

Last Update: 04/28/2016

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	SUS 14-15 Average Cost per FTE
Year 1	\$242,675	100% \$242,675	0% \$0	0% \$0	0% \$0	\$0	\$36,959	\$10,671.68 51 CIP
Year 5	\$787,192	60% \$472,192	0% \$0	0% \$0	40% \$315,000	\$0	\$23,972	

**** NOTE:** SUS Average Cost per FTE is a less meaningful comparative measure for the 51 CIP because of the wide range of clinical and nonclinical programs included.

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	7	6.566
Second Year	14	12.257
Third Year	21	18.011
Fourth Year	28	19.698
Fifth Year	28	19.698

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	7	11	21	29	36	38	52	55

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A. Program Description:

The University of South Florida (USF) is requesting approval to offer a Ph.D. in Behavioral and Community Sciences. The Ph.D. in Behavioral and Community Sciences is an interdisciplinary program focusing on research and policy in the area of behavioral health and community sciences. The purpose of this program is to prepare individuals to conduct research addressing behavioral health challenges (e.g., mental illness, substance use disorders, co-occurring disorders, developmental delays and disabilities, and behavior disorders) and socio-cultural challenges (e.g., poverty, disparities, homelessness) with the goal of improving community services through early intervention, integrated care, policy and system change, and positive behavioral interventions and support.

The Ph.D. in Behavioral & Community Sciences will be the only doctoral program in the state with the CIP Code 51.2212. While Florida International University (FIU) and Florida Agriculture and Mechanical University (FAMU) both offer a doctoral program with the six-digit CIP 51.2201: Public Health, General, the proposal states that a review of the curriculum on the university websites show that there is no substantive overlap between the proposed Ph.D. in Behavioral & Community Sciences and the programs at either FAMU or FIU. The distinctive focus of the proposed program at USF is on behavioral health, mental health, and substance use disorders among children, adolescents, and adults. The University of South Florida's proposed doctoral program will require completion of 90 graduate credit hours.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal suggests alignment of the program with the State University System goals by increasing the number of degrees awarded in an area of strategic emphasis, significantly expanding research and scholarly activity related to the behavioral health of our state and local communities, attracting more external funding for scholarship, research, and innovation, and contributing to the quality of university-community partnerships.

The proposal states that the Ph.D. in Behavioral and Community Sciences will prepare researchers, academicians, and policymakers. With regard to need, the proposal notes that the health and social assistance sector is projected to grow at an annual rate of 2.6%, adding 5 million jobs between 2012 and 2022 (Bureau of Labor Statistics, 2013); employment of postsecondary faculty with a doctoral or professional degree is expected to increase 36.4% in health specialty areas (U. S. Bureau of Labor Statistics, 2012); and the need for operations research analysts and statisticians is expected to increase by 27% (O*net, 2015).

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Projected employment growth between 2014 – 2024, according to the U. S. Bureau of Labor Statistics Occupational Outlook Handbook, is as follows:

- 13% for health educators and community health workers requiring a bachelor's degree (<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>);
- 13% for postsecondary teachers (<http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>);
- 30% for operations research analysts with a master's degree or Ph.D. (<http://www.bls.gov/ooh/math/operations-research-analysts.htm>)

Board staff also noted statewide employment growth projections from the Florida Department of Economic Opportunity from 2015 to 2023:

- 15.7% for health educators with a bachelor's degree;
- 19.4% for community health workers with a bachelor's degree;
- 34.7% for postsecondary health specialties teachers; and
- 20.7% for operations research analysts with a master's degree or higher. (<http://floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>).

The proposal indicates that a portion of the program graduates will become faculty, teaching in undergraduate and graduate programs focused on behavioral and community health. The proposal suggests a need for faculty by including growth estimates for the health and social assistance sector requiring a bachelors or master's degree. The University of South Florida provided a list of courses that graduates of the program would be prepared to teach, depending on their area of specialization. The Board of Governor's Health Initiatives Committee found in its 2015 Gap Analysis that the projected annual openings for the health educator occupation and therapy-related occupations in Florida could be sufficiently supplied by Florida's graduates. Large programs in therapy and counseling, social work, and public health are sufficient to meet the Florida DEO's projected demand for related occupations in the near term.

The Health Initiatives Committee's analysis of the demand for faculty in healthcare fields (Health Specialties Teachers and Nursing Instructors SOC) was confounded by the grouping of multiple health disciplines under one occupation. However, recent growth in health educator, public and community health, and therapy-related programs at both the bachelors and graduate levels may indicate a need for additional faculty going forward.

Regarding potential student demand, the proposal describes the American Psychological Association's 2016 Graduate Study in Psychology Survey involving data collected from more than 500 departments and programs offering master's and doctoral degrees in psychology and related training (<http://www.apa.org/education/grad/survey->

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[data/2016-report.aspx](#)). The survey covered admissions during 2013-14. At the doctoral level, the responding institutions received 79,647 applications and accepted 10,564 students (13.3% of all applicants) across various programs. These survey results were confirmed by Board staff.

According to the USF proposal, the national pattern holds true for Florida universities as well. The USF Ph.D. clinical psychology program receives approximately 250 applications annually for 7-10 slots and the University of Florida program receives approximately 350 applicants for 12-15 slots. The proposed program, however, is not a clinical program.

The proposal provides the results of a USF survey conducted during Spring 2015 of approximately 3,000 USF students majoring in social and behavioral science disciplines. Of the over 300 responses obtained, 47% reported planning to go directly to graduate school following graduation and 24% reported planning to work a few years and then apply to graduate school. Of those who indicated they planned on attending graduate school, 71% indicated they planned to pursue a doctoral degree. Over 85% of the respondents indicated they would definitely or probably be interested in pursuing a Ph.D. in Behavioral and Community Sciences at USF.

The proposal describes a similar survey conducted with alumni who had recently graduated with degrees in behavioral and social science disciplines at USF. Of the 299 responses received, 59% indicated they planned on enrolling in a doctoral program in the future. When asked if they would be interested in pursuing a doctoral program in Behavioral and Community Sciences, 61% said they would definitely or would probably be interested. The proposal cites qualitative data from survey respondents regarding the reasons for their interest in the Ph.D. in Behavioral and Community Sciences.

This program would be the first Ph.D. in CIP 51.2212. However, the charts below show enrollments and degrees awarded in the doctoral programs in the State University System in CIP 51.2201 Public Health, General.

SUS Enrollments in Doctoral Program Public Health, General

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
FAMU								14	22	21
FIU	15	30	32	36	44	57	51	56	66	68
UF							15	26	34	37
USF	99	89	96	108	113	120	118	122	119	108
Total	114	119	128	144	157	177	184	218	241	234

SUS Degrees Awarded in Doctoral Program Public Health, General

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014

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FAM					2	1	2	6	2	2
U										
FIU					1	2	3	7	5	4
UF									1	3
USF	11	13	11	9	10	7	19	11	15	28
Total	11	13	11	9	13	10	24	24	23	37

An internet search by Board staff for Ph.D.s in Behavioral and Community (Social) Health included, but was not limited to, programs offered at Louisiana State University, the University of Iowa, the University of North Texas, the University of Maryland, Virginia State University, UC-Berkeley, and Brown University.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

The proposal has been approved by the university board of trustees and includes all required signatures.

This proposed program was approved by the USF Board of Trustees at the March, 2016, meeting.

The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.

The new academic program proposal was written in the standard SUS format and in accordance with the criteria set forth in Board Regulation 8.011.

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- The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.**

The proposal noted that at the 9/25/2015 CAVP review group meeting, the group requested the following additional information:

- 1) clarification of the relationship between the market demand and the degree level,
- 2) identification of the types of positions the graduates will be moving toward, and
- 3) clarification of the program's focus (life-span issues or aging).

The proposal includes responses to each concern of the CAVP.

- The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

The Ph.D. in Behavioral and Community Sciences will be the only doctoral program in the state in the 51.2212 CIP. The proposal includes support from an external evaluation for creating this program at USF. Letters of support are included from FAMU, FIU, and from the Dean of the College of Public Health at USF.

- The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

From years 1 to 5, USF anticipates increasing headcount enrollment from 7 to 28 students. The faculty in this program hold degrees that reflect the interdisciplinary objectives of this proposal. Appendix A, Table 4 regarding anticipated faculty participation includes four tenure-earning assistant professors, one non-tenure-earning associate professor, seven tenured associate professors, and 10 tenured professors. Based on the University of South Florida's response dated April 27, 2016, the enrollment, faculty effort, and budget tables for Years 1 and 5 are completed and align appropriately.

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The University of South Florida's Equal Opportunity Officer reviewed and

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signed the proposal on October 20, 2015.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

According to the proposal, contact was made with the Provosts at FAMU and FIU as there may be some overlap of courses but not programs. The proposal describes FAMU as being in full support of the proposed program, and FIU as having no concerns regarding this proposal.

2. Budget – The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the University Board of Trustees on March 3, 2016.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The proposal describes the faculty effort as measured in Person Years increasing proportionately from 1.32 in Year 1 to 3.05 in Year 5 and includes a chart showing the number of courses requiring faculty effort over time. The projected enrollment and general (E & G) cost per FTE in year one is \$36,959 and in year five is \$23,972. Board staff calculation for the average cost per FTE in CIP 51 using the 2014-15 expenditure analysis report is \$10,671.68.

- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The program will be offered as a traditional tuition-based program.

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and**

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determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.

The proposal indicates that no negative impacts are anticipated on other programs or services by the implementation of the Ph.D. in Behavioral and Community Sciences.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

The proposal describes a collaborative planning process involving faculty and department chairs from relevant departments and university administration including the USF Graduate Council, the USF APPCC (system committee), the Graduate Curriculum Committee, and the USF Academic Program Advisory Council. A chronological table outlining the collaborative planning process is included in the proposal on pages 33-36.

- An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Dr. Joseph Morrissey, Research Professor and Senior Faculty Fellow, University of North Carolina at Chapel Hill provided an external review of the proposal. Dr. Morrissey's review supported the College of Behavioral and Community Sciences' capability of successfully implementing this program.

- The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The program proposal was reviewed by an external consultant. The report dated November 8, 2015, states that this program will address societal needs

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in the areas of mental health, substance abuse, and developmental disorders.

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The program will be offered using traditional, face-to-face delivery interactions on the USF Tampa campus. The on-campus, traditional program will benefit from an affiliation with the Florida Mental Health Institute at USF and will offer research opportunities, mentoring, and graduate assistantships for teaching and research.

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The proposal describes the curriculum for the Ph.D. in Behavioral and Community Sciences as interdisciplinary, with program faculty from 10 disciplines, students taking courses offered by five different disciplines, and students participating in cross-disciplinary teams. Faculty from different disciplines also co-teach courses, and conduct interdisciplinary research. The proposal identified specific student learning outcomes associated with the program.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

According to the proposal, no specialized accreditation is available for the proposed program. The USF Graduate Council and Office of Graduate Studies conduct a three-year review of all new graduate programs and the program will undergo a review with the Board of Governor's every seven years.

5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

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YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

As noted in the proposal, from years 1 to 5 USF anticipates to increase headcount enrollment from 7 to 28 students. No new faculty are required to implement the proposed program. According to the proposal, the program will be initiated and supported through reallocation of existing faculty effort and the inclusion of graduate assistantship positions in future faculty contracts and grants. A faculty member will be appointed to serve as Director of the Ph.D. program. According to Table 4 in Appendix A, anticipated faculty participation includes four tenure-earning assistant professors, one non-tenure-earning associate professor, seven tenured associate professors, and 10 tenured professors.

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

Table 4 in Appendix A of the proposal includes the academic discipline or specialty of the program faculty and includes: counselor education/rehabilitation, clinical psychology, medical sociology, social work, health psychology, rehabilitation psychology, developmental psychology, counseling psychology, human development, educational psychology and statistics, psychology/adult development, special education, and psychology. All faculty have earned a Ph.D. in their academic discipline.

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

Faculty CVs demonstrate that the faculty who will contribute to the program in Year 1 have been active in teaching, research, and service to the profession and the institution.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

According to the proposal, no new faculty are required to implement the proposed program. This program will be initiated and supported through

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reallocation of existing faculty effort and the inclusion of graduate assistantship positions in future faculty contracts and grants.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The library director signed the proposal on October 20, 2015. The proposal includes a listing of databases and journals supporting the program. No additional library resources are required for the proposed program.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, additional space is not needed to support this program.

- The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, no additional or specialized equipment is needed for the proposed program.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

As reported in the proposal, seven doctoral students will be admitted each year. Contract and grant (C&G) funding will be used to provide financial support to students. In total, the program has planned for \$315,000 to support new doctoral students.

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

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The proposal states that there will not be an internship or practicum that will require community placement. However, students will participate in a teaching practicum within the College of Behavioral and Community Sciences academic classes.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Ph.D. in Linguistics and Applied Language Studies at the University of South Florida, CIP Code 16.0102

PROPOSED COMMITTEE ACTION

Consider approval of the Ph.D. in Linguistics and Applied Language Studies at the University of South Florida, CIP Code 16.0102

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing to offer a PhD in Linguistics and Applied Language Studies. The program will focus on addressing practical, everyday problems related to language. As an applied discipline, it is centered upon problems such as how writing is used by different disciplines to construct professional expertise, and in defining and measuring language abilities. The purpose of the program is to train new researchers who will contribute to research and education in Applied Linguistics, as they promote principled approaches to language-related concerns.

The PhD in Linguistics and Applied Language Studies would be the second program in linguistics to be offered by a Florida university. The program will require the completion of 55 credit hours beyond a master's degree.

The USF Board of Trustees approved the program on December 3, 2015. If approved by the Board of Governors, the program will be implemented in Fall 2016.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters:

University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Linguistics & Applied Language Studies **CIP Code:** 16.0102

Institution: USF

Proposed Implementation Date: Fall 2016

Staffed By: C. Oakley

Initial Review Date: 3/23/16

Last Update: 5/4/16

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliar y Funds	Cost per FTE	SUS 12-13 Average Cost per FTE
Year 1	\$129,800	100% \$129,800	0% \$0	0% \$0	0% \$0	\$0	\$17,307	\$16,066.08 CIP 16
Year 5	\$281,304	100% \$281,304	0% \$0	0% \$0	0% \$0	\$0	\$11,366	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	10	7.5
Second Year	18	13.5
Third Year	25	18.75
Fourth Year	33	24.75
Fifth Year	33	24.75

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2-3	5-6	7-8	9-12	14-15	16-17	18-20	23-25	25-27

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A. Program Description:

The discipline of Linguistics and Applied Language Studies focuses on addressing practical, everyday problems related to language. As an applied discipline, it is centered upon problems such as how writing is used by different disciplines to construct professional expertise, and in defining and measuring language abilities.

The purpose of the proposed program is to prepare researchers who will contribute to research and education in Applied Linguistics, as they promote principled approaches to language-related concerns. The program will be housed in the Department of World Languages. Its faculty will conduct research in areas such as speech sounds, internet language, dictionary making, instructional materials, and multilingualism in international contexts and professional communication.

The program will require 55 credits of coursework beyond the master's degree: 37 hours of coursework and 18 hours of dissertation research.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

This proposal states that the Ph.D. in Linguistics and Applied Language Studies adheres to the State University System (SUS) strategic plan by improving the quality and relevance of the System's institutions with regard to state, national, and international preeminence and increasing the number of degrees awarded, attracting more research funding from external sources, increasing undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees, and increasing faculty and student involvement in community and business engagement activities.

With regard to need and demand, the proposal states that graduates of this program are prepared for careers in industry and academia. Employment projections appear to be incorrectly estimated as research done by Board staff found different employment projections for prospective graduates. On page 3, the proposal notes that in 2012-2013 there were 277 employment ads for Applied Linguists posted on the website LinguistList, and on page 4 it cites US Bureau of Labor Statistics that the two closely related fields of Postsecondary English Language Teachers and Postsecondary Foreign Language Teachers have a projected growth rate of 10-19%, with 10,000-49,000 new jobs predicted over the next ten years.

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A search by the Board staff of LinguistList for open Applied Linguist positions on 3/21/16 found there to be 102 open positions (53 in the U.S. and 49 in countries outside of the U.S.) and a subsequent search on 4/7/16 found there to be 87 open positions (48 in the U.S. and 39 in countries outside of the U.S.). It may be that LinguistList is not the best source to use for employment openings for prospective graduates. On 4/7/16 Board staff searched HigherEdJobs for full-time and part-time faculty positions worldwide, in Foreign Languages and Literature and in Linguistics, and found there were 460 open positions.

A Board staff review on 3/21/16 of the U.S. Bureau of Labor Statistics found that during 2014-2024, the occupation of English Language and Literature postsecondary teachers is projected to grow 10%, with 9,400 new jobs expected, and Foreign Language and Literature postsecondary teachers is projected to grow 11%, with 4,100 new jobs expected. Job growth is expected as enrollments at postsecondary institutions continue to rise, although at a slower rate than in the past and many jobs are expected to be for part-time faculty.

(<http://linguistlist.org/jobs/search-job2.cfm?startdate=&enddate=&sortby=submissionid&order=DESC&startrow=1&openonly=Y&text=&multipleword=Any&rank=&country=&state=&lingfield=7189&language=&family=>).

(<http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-6>).

https://www.higheredjobs.com/search/advanced_action.cfm?JobCat=157&JobCat=88&PosType=1&PosType=2&InstType=1&InstType=2&InstType=3&Keyword=&Remote=1&Remote=2&Region=&Submit=Search+Jobs

In response to a request from Board staff for clarification concerning differences found in employment openings by USF and Board staff, the University provided an explanation of the data collection methodology they used to compile information in the Need and Demand portion of the proposal. In the proposal, USF used an archival search of job listings on LinguistList over a year's time to develop projected employment openings. The Board staff analysis looked at only current employment openings on LinguistList instead of archival data. This difference in approach explains the discrepancies in employment findings by USF and Board staff for LinguistList job openings. Both USF and Board staff arrived at similar conclusions for U.S. Bureau of Labor Statistics employment projections out to the year 2024.

Also, the clarification provided updated employment projections by incorporating into the proposal broadened employment data, to include "language acquisition" and "interpreters and translators" employment data. Examples of current open industry

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positions were also provided in the response. The addition of new data and information strengthens the Need and Demand portion of the proposal

With regard to student demand, the proposal notes that the World Languages Department receives 8-10 inquiries a month about a Ph.D. program in Linguistics and Applied Language Studies. The proposal also notes that many of USF's graduates, as well as current master's students in its Linguistics program, expressed an interest in a Ph.D. in Applied Linguistics, as evidenced by the results of a survey they conducted with students ($n=23$). Additionally, USF mentions that it expects students from other master's programs in Linguistics from within the state, as well as elsewhere, to enroll in the proposed program. Related to this, data collected by Board staff shows the following enrollment and degrees awarded in linguistics (CIP 16.0102):

SUS Enrollments in Master's Level Courses

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
FAU	20	21	19	17	17	25	22	31	30	34
FIU	20	21	17	19	20	23	31	28	27	18
UF	52	44	42	45	57	52	46	56	52	51
USF	30	30	24	23	23	23	13	15	19	29
Total	122	116	102	104	117	123	112	130	128	132

SUS Master's Degrees Awarded in Linguistics

	20042005	20052006	20062007	20072008	20082009	20092010	20102011	20112012	20122013	20132014
FAU		6	6	5	8	1	9	8	9	11
FIU	12	5	7	5	8	4	8	13	10	12
UF	9	8	7	8	2	8	9	7	8	8
USF	6	10	15	11	10	7	10	5	9	7
Total	27	29	35	29	28	20	36	33	36	38

If implemented, this program would be unique within the SUS. Although there is one other Ph.D. in Linguistics offered at the University of Florida, it is more theoretical and research focused, and the proposed degree is applied in concept.

The projected budget for the proposal is 100% funded by E&G funds and it has secured 15 graduate teaching assistantships from the World Languages Department where the program would be housed. The proposal notes that USF anticipates additional graduate assistantships through faculty grants and contracts. There is no requirement for additional faculty, classroom, or laboratory facilities.

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C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

The proposal has been approved by the university board of trustees and includes all required signatures.

The University of South Florida Board of Trustees approved the proposed program on 12/3/15.

The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.

The Board of Governors new degree proposal format is used as expressed in the Board's Regulation 8.011.

The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.

The pre-proposal was reviewed by the CAVP workgroup on November 17, 2014 and the group expressed concerns about a need for more clarity in the pre-proposal about the distinctions between applied linguistics and applied language studies and program purpose. The degree proposal provides a detailed narrative describing applied language studies and a purpose statement for the degree.

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Additionally, the CAVP workgroup expressed concern that Florida International University will also be submitting a new degree proposal for a Ph.D. in Linguistics. The proposal provides examples of discussions USF has had with FIU about their respective proposals and their interest in future collaborations and mutual support. The proposal provides information about a conversation USF faculty had with the University of Florida, which has an existing Ph.D. program in Linguistics related to the proposal, that states both universities agreed the two programs would be mutually beneficial.

The CAVP workgroup also expressed concerns that the preproposal needed to more fully address need and demand for the proposed program. The proposal includes evidence of interest in the program from student inquiries and the results of a survey of students who expressed interest in the program. The proposal includes career information for Ph.D. graduates in the field.

- The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

Currently there is one other Ph.D. in linguistics in the SUS, which has a more intense theoretical focus than the proposed program. The proposal includes support from an outside evaluation for creating this program at USF, and a support letter from Florida International University.

- The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The university provides adequate information on enrollment (Table 1-B), however the enrollment projections in Table 1-B need to align with the enrollment projections in the cover page. Table 2, projected costs, needs to have the costs associated with assistantships and fellowships included in the subtotals and total costs for year 1 and year 5. Table 3, reallocation of E&G funds, and Table 4, faculty effort, are correct.

Tables 1, 2, 3, and 4 have been updated and/or corrected, and new tables are provided in USF's response to the Board staff request for clarification.

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

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The proposal states that one of USF's strengths is its diversity, and that it was named the second most diverse university in Florida according to *U.S. News and World Report*. The program plan for achieving diversity has been reviewed and signed by the USF Equal Opportunity Officer on February 17, 2015.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposal includes a letter of support from Florida International University.

2. Budget – *The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the USF Board of Trustees on December 3, 2015.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The E&G cost per student FTE is projected to be \$17,307 in the first year and decreases to \$11,366 by the fifth year. The average SUS E&G cost per student credit hour for doctoral level CIP 16 is \$500 for a total of \$16,004 per student FTE. Therefore, the USF calculated E&G cost per student FTE seems to be in line with the SUS average cost per student FTE.

- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate**

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education, or the university has provided a reasonable explanation for any impact of this redirection.

The proposal notes that other programs will not be impacted by the implementation of this program.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.

An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.

Dr. Susan Gass, University Distinguished Professor and Chair, Department of Linguistics, and Germanic, Slavic, Asian and African Languages, Michigan State University, and former President of the American Association for Applied Linguistics and the International Association of Applied Linguistics, was invited to serve as the external consultant for the program. Dr. Gass expressed "full support" for the implementation of the proposed program.

The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.

The World Languages Department had an external program review in May 2014. One outcome of the review indicates the importance of the proposed Ph.D. program, which would "drive innovation with other programs housed in the department."

The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.

The proposal notes the program will be delivered on the USF Tampa

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campus.

- If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

4. Curriculum - *The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The proposed doctoral program is geared toward students with experience with an additional language. The program will require the completion of 55 credit hours beyond a master's degree; all students will complete the same number of credit hours and no courses can be waived.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

The proposal notes, and Board staff verified, that no specialized accreditation is available for this program.

5. Faculty - *The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

The proposal initially stated that five core faculty members in the World Languages Department will be directly involved in the new program. Percent of effort for each faculty person was estimated to be low in year one as there will be limited administrative work and teaching loads remains the same initially, as all but two courses in the Ph.D. curriculum already exist. Percent of effort was projected to increase by year five as students progress

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through the program. It appeared to Board staff that faculty effort was underestimated and that there were too few faculty for a Ph.D. with a projected enrollment of 33 students. Additionally, faculty effort in existing courses was not included in the projections.

Board staff requested clarification concerning faculty effort, and the university provided revised projection that increased faculty effort and associated reallocated faculty salaries and FTEs. The adjustment provides an improved estimate of faculty effort for the proposed degree.

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

The proposal explains in Table 4 that all faculty members hold terminal degrees in their fields.

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence of faculty productivity, with faculty having received numerous accomplishments such as the Fulbright Award, an English Specialist grant from the U.S. Department of State, USF's Outstanding Faculty Award, Outstanding Graduate Mentor Award, and Outstanding Research Award. Additionally, the faculty have lectured internationally and published in referred journals.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal notes that the academic unit for the program hired two new faculty members in 2013 for a total of five faculty, and that it plans to have advanced Ph.D. students serve as adjuncts. Therefore, it is unlikely new faculty lines will be needed in the first five years of the program.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program.*

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YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The proposal is signed by the library collection coordinator.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal instructional space is sufficient.

- The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, all the necessary equipment is available.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal notes that it has secured 15 graduate assistantships from the World Languages Department, which would house the program, and provides allowance for this within the budget with E&G being the source of these funds (with a reallocation of \$48,000 from the adjunct budget in Year five).

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

This section is not applicable.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Amend Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 8.011 establishes the criteria and process for proposing and implementing new academic degree programs in the State University System of Florida. The proposed amendments to this regulation will:

1. Clarify that the regulation includes both criteria and administrative processes for new academic program authorization;
2. Incorporate by reference the Council of Academic Vice Presidents' pre-proposal review process established pursuant to Regulation 8.004;
3. Establish a CIP Code change process for existing degree programs; and
4. Clarify that each university shall establish specified policies for academic degree offerings away from the main campus per Regulations 8.002, 8.004, and 8.009.

Preliminary regulation amendments were reviewed by the university General Counsels, the Council of Academic Vice Presidents, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Draft Amended Regulation 8.011

Facilitators/Presenters: Governor Norman Tripp

8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization - To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and administrative processes for new academic program authorization are established.

(2) Definitions - Within the context of this regulation, academic degree programs are defined as follows:

(a) Degree Program - An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.

(b) Program Major - An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3) (a) 6c.

(3) Criteria for New Degree Program Approval - A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:

(a) Institutional and State-Level Accountability

1. *The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan.* - The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university's

mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the program list provided in the university work plan required by Board of Governors Regulation 2.002.

2. *There is a Demonstrated Need for Program Graduates, Research, and/or Service.* – The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.
3. *The Program Does Not Unnecessarily Duplicate Existing State University System Degree Programs.* - If the program duplicates another degree program at a state university in Florida which has a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university's ability to achieve or maintain student diversity in its existing program.
4. *Financial Planning and Resources are Sufficient for Implementation.* - The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.
5. *There is a Sufficient Projected Benefit of the Program to the University, Local Community, and State.* - The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.
6. *Access and Articulation are Maintained for All Programs.*
 - (a) i. In a proposal for a baccalaureate program, all prerequisite courses shall

be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

- (b) ii. In a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.
- (c) iii. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014.
- (d) iv. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. *The Institution Demonstrates an Ability to Implement a High-Quality Program.* - The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition, or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.
2. *The Curriculum is Appropriate for the Discipline and Program Level.* - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006 .
3. *Sufficient Qualified Faculty is Available.* - The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the

academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. *Sufficient Institutional Resources are Available.* – The proposal shall demonstrate that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites shall be available to implement the program. For a graduate-level program, the proposal shall indicate whether appropriate fellowships, scholarships, and graduate assistantships are in place, or if the university has made sufficient plans for their existence when student support is the norm in similar programs in the discipline.

(4) New Degree Program Approval Authority and Process –

(a) All Degree Programs - Each university shall submit a new academic degree program pre-proposal for review by the academic program coordination work group established by the Council of Academic Vice Presidents pursuant to Regulation 8.004 (1) in order to facilitate collaboration, articulation, and coordination of new academic degree programs across the State University System. This action should be taken prior to a new degree program under consideration being moved into the one-year category on the university annual work plan.

(b) *Professional and Research Doctoral Degree Programs* – Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of this regulation. In approving a new doctoral degree program, the Board of Governors shall consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System and university strategic plans, and the extent to which the program will contribute to the economic development of the local community and the state as demonstrated by its alignment with the Areas of Programmatic Strategic Emphasis adopted as part of the State University System Strategic Plan.

1. A proposal that is complete and has been determined by Board staff to meet all criteria for new program authorization shall be considered by the Board of Governors for approval and, subsequent to a program’s approval, an institution may offer the new program at a date no sooner than that specified in the proposal.
2. If a university contemplates implementing a master’s or specialist program and a doctoral program in the same discipline simultaneously, a single proposal for both degree levels should be developed, differentiating elements

within the proposal as necessary. Both degree levels shall be approved by the university board of trustees prior to submitting the doctoral program proposal to the Board of Governors for consideration.

3. New doctoral programs shall be considered by the Board of Governors only at the June and November meetings, unless extenuating circumstances justify the need for Board consideration during a different timeframe. The Chancellor shall establish deadlines for university submission of new degree proposals for consideration.
- (bc) *Bachelor's, Master's, Advanced Master's, Specialist and other Non-Doctoral Degree Programs* – Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of this regulation.
- (ed) *University Policies for New Degree Program Authorization* - Each university board of trustees shall ensure that university policies for new degree program planning and approval are consistent with this regulation and provide a copy of the policies to the Board of Governors Office. The university policies shall include at a minimum:
1. A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the university work plan;
 2. A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university
 3. A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;
 4. A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and
 5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.
- (de) *State University System Academic Degree Program Inventory* –
1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor's, master's, specialist, or advanced master's degree by the university board of

trustees, a university shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees approval documents. For baccalaureate programs, the notification shall include any request for approval of limited access status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors Office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory and a letter of notification shall be provided to the university.
3. The Board of Governors recognizes that academic disciplines and degree program curriculum evolve over time to align with emerging knowledge in the field or changing workforce requirements. Existing programs' curricula may also evolve over time in response to faculty research interests and student demand. On occasion a new CIP code is created by the National Center for Educational Statistics which is a better fit for an existing program than the one assigned when it was approved. Accordingly, the Chancellor, or designee, is authorized to approve CIP code changes requested by a university for an existing degree program in the State University System Academic Degree Program Inventory and to establish a process for university and state-level review to ensure the program is properly coded. A CIP code change cannot have the net effect of adding a new degree program to the academic program inventory by changing the code for a major offered under a currently approved program. The new CIP code will be used for state-level accountability calculations starting with the effective term.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors' new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus which are in compliance with Board of Governors Regulations

8.002 Continuing Education, 8.004 Academic Program Coordination, and 8.009 Educational Sites, ~~including degree programs offered through continuing education or outreach, degree programs offered under contract as sponsored credit for an external public or private entity, degree programs offered in other states, and degree programs offered in foreign countries.~~

(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university's policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

- (a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.
- (b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.
- (c) Non-College-Credit Certificate - An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

| Authority: Section 7(d), Art. IX, Fla. Const.; History: 3-27-07, Amended 3-24-11, _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Public Notice to Amend Regulation 8.012, Academic Program
Termination and Temporary Suspension of New Enrollments

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice to Amend Regulation 8.012, Academic Program
Termination and Temporary Suspension of New Enrollments

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 8.012 establishes the criteria and process for termination of existing degree programs. It is being amended to clarify the termination process and also include suspension of new enrollments in existing degree programs. This distinction will better differentiate between two actions which are frequently misunderstood or confused with each other. The proposed amendments to this regulation will:

1. Include a new criterion that program termination may be due to faculty or other resources no longer being sufficient to deliver a high-quality program;
2. Require that Florida College System institutions be notified when a baccalaureate program is being considered for termination;
3. Clarify that terminations must be approved prior to the effective term date (no retroactive terminations); and
4. Provide criteria and process for temporary suspension of new enrollments in an existing academic program.

Preliminary regulation amendments were reviewed by the university General Counsels, Council of Academic Vice Presidents, Council of Student Affairs, SUS health center directors, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Draft Amended Regulation 8.012

Facilitators/Presenters: Governor Norman Tripp

Draft 04/15/16

8.012 Academic Program Termination and Temporary Suspension of New Enrollments

(1) Academic Program Termination

- (a) ~~(1)~~ To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System, programs may be terminated. Reasons for terminating programs may include but are not limited to the following:
- (a) 1. Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the university.
 - 2. Faculty or other resources are no longer sufficient to deliver a high-quality program.
 - (b) 3. The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
 - (c) 4. The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.

(~~2~~) b) Each University Board of Trustees must adopt regulations ~~policies and procedures~~ for degree program termination that are consistent with this regulation, with copies provided to the Board of Governors, Office of Academic and Student Affairs. The regulations must ~~policies will~~ include at a minimum:

- (a) 1. A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of the university; and
- (b) 2. A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated;
- 3. A plan to notify Florida College System (FCS) institutions that the university has begun the process of terminating a baccalaureate program so that FCS students may be advised appropriately; and
- (c) 4. A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.

(~~3~~) c) Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with this regulation ~~BOG Regulation 6C 8.012 (1) and subsection (2)~~. Upon termination of a degree program, the university will notify the Board of Governors, Office of Academic and Student Affairs within four weeks of the University Board of Trustees decision.

Draft 04/15/16

(4-d) Each University Board of Trustees has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the Board of Governors in accordance with this regulation. ~~BOG Regulation 6C 8.012 (1) and subsection (2)~~. In its request for termination of a program the university will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program.

(e) The university's Board of Trustees or the Board of Governors, if applicable, must approve the termination prior to the start of the effective term.

(2) Temporary Suspension of New Enrollments in an Academic Program

(a) A program that is temporarily suspended for new enrollments remains an active program in the State University System Academic Degree Program Inventory. Students that are already enrolled can continue to progress towards degree completion. A program's temporary suspension for new enrollments can be removed by the university at any time and the program can begin accepting new enrollments, with notification to the Board of Governors' Office.

1. When a university decides to suspend a program, it must submit a "Request for Temporary Suspension of New Enrollments in an Academic Program" form to enable Board staff to note the change to the State University System Academic Degree Program Inventory and the Statewide Articulation Manual. Reasons for suspending programs may include but are not limited to the following:
 - i. Curriculum is being revised;
 - ii. Key faculty member(s) have left the university and replacements are being recruited for the program;
 - iii. Accreditation standards have changed;
 - iv. The university is reprioritizing its resources and/or efforts;
 - v. Student demand for the program has diminished over time and the university is re-evaluating the viability of the program.
2. A program can be temporarily suspended for new enrollments for up to 9 consecutive terms, including summer. At the end of the 9th term the university must notify the Board of Governors' office on the desired course of action for the program; and
3. A plan to notify Florida College System (FCS) institutions that the university has begun the process of temporary suspension of new enrollments in a baccalaureate program so that FCS students may be advised appropriately.

Draft 04/15/16

(b) Temporary suspensions of degree programs must be approved in accordance with university policies prior to the start of the effective term.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-29-07, Amended _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Public Notice of Intent to Amend Regulation 8.014, Bachelors' Degree
Exceptions to 120 Credit Hours Requirements

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 8.014, Bachelors' Degree Exceptions to 120 Credit Hours Requirements

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Section 1007.25, Florida Statutes, require that baccalaureate degrees not exceed 120 credit hours in length unless approved to do so by the Board of Governors. Regulation 8.014 establishes the criteria and process for approval of baccalaureate degree programs to exceed the statutory limit. The proposed amendments to this regulation will:

1. Clarify that exception applies to the degree program and all of its majors as defined by Regulation 8.011;
2. Establish a process for identifying approved exceptions in the State University System Academic Degree Program Inventory;
3. Provide flexibility for universities to make incremental adjustments when necessary to a credit hour length previously approved; and
4. Authorize the Chancellor to establish an administrative process to review university requests for incremental adjustments.

Preliminary regulation amendments were reviewed by the university General Counsels, Council of Academic Vice Presidents, Council of Student Affairs, SUS health center directors, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Draft Amended Regulation 8.014

Facilitators/Presenters: Governor Norman Tripp

DRAFT 02/12/16

8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirement

(1) ~~In accordance with the requirements of Section 1007.25, F.S.,~~ The Board of Governors may approve a request by a university board of trustees for a bachelor's degree program to exceed 120 credit hours to degree. Programs may be approved for the following reasons:

- (a) Additional courses are required to meet specialized accreditation standards for program content and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared (e.g. Engineering, Architecture); or
- (b) Additional courses are required to meet state or federal mandated criteria for professional licensing (e.g., Teacher Education); ~~or~~
- (c) The degree program offers a unique and innovative learning experience, such as honors programs, individualized study, and other non- traditional approaches to education.

(2) Approval to exceed 120 credit hours to degree applies to the degree program and each of its majors as defined in Board of Governors Regulation 8.011 New Academic Program Authorization. In the request for approval, the university must identify all majors within the degree program and the number of credit hours required for each major. The highest number of credit hours will be recorded in the State University System Academic Degree Program Inventory and used for state-level accountability calculations. Universities shall not implement majors within a degree program that exceed the recorded maximum number of credit hours for the degree program without following the processes described herein, as appropriate.

(3) The Board recognizes that degree program curricula are dynamic and often require revision to meet new accreditation standards, state or federal mandates, or the incorporation of emerging knowledge within the discipline. For this reason each university is authorized to make incremental adjustments when necessary to the credit hour length of bachelor's programs previously approved to exceed 120 credit hours without seeking additional board approval. To ensure state-level data accuracy, each university shall report any such changes in the credit hour length to the Board of Governors Office prior to implementation of the change.

(4) The Chancellor is authorized to establish an administrative process to review university requests for incremental adjustments to the recorded maximum number of credit hours for bachelor's degree programs previously approved to exceed 120 credit hours to degree.

- (a) The process shall set thresholds for incremental adjustments that do not require Board of Governors approval, and adjustments that do require Board of Governors approval. Any adjustment that will extend the number of semesters required to complete a degree program must be approved by the Board of Governors in advance of implementation.

DRAFT 02/12/16

(b) Degree programs that revert to 120 credit hours to degree at any time must follow the appropriate process herein to exceed 120 credit hours.

Authority: Section 7(d), Art. IX, Fla. Const., ~~1007.25, F.S.~~; History: New 3-29-07; Amended _____

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Council of Academic Vice Presidents Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Ronald Toll, chair of the State University System Council of Academic Vice Presidents (CAVP), will provide an update on current CAVP activities and issues.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Ronald Toll

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: State University System Council for Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Kevin Bailey, Chair of the State University System (SUS) Council for Student Affairs, will report on this week's SUS Student Affairs Retreat and will provide an update on current student affairs issues on SUS campuses.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Kevin Bailey

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 22, 2016**

SUBJECT: Florida Student Association Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Florida Student Association (FSA) has recently met to select the FSA Chairperson for the 2016-17 academic year. For the coming year, the FSA Chairperson will serve as a member of the Board of Governors as the student representative and will also be a member of the Board's Academic & Student Affairs Committee.

At this meeting, Governor Tripp will introduce the new FSA chairperson and student representative to the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Jacob Hebert



STATE
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of FLORIDA
Board of Governors

AGENDA
Board of Governors
Grand Ballroom
***FAIRWINDS* Alumni Center**
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 22, 2016
4:45 p.m. - 5:45 p.m.
or
Upon Adjournment of Previous Meeting

- | | |
|---|------------------------|
| 1. Call to Order and Opening Remarks | Chair Tom Kuntz |
| 2. Promoting Research throughout the State University System:
Panel Discussion between the Board of Governors and the
SUS Vice Presidents for Research | Chair Kuntz |
| 3. Closing Remarks and Adjournment | Chair Kuntz |

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

June 22, 2016

SUBJECT: Panel Discussion with Vice Presidents for Research

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

University research is a key driver of economic development and one of the major functions that distinguishes universities from other types of postsecondary institutions.

On May 6, 2016 the State University System (SUS) Vice Presidents for Research met with Vice Chancellor for Academic and Student Affairs Jan Ignash and Associate Vice Chancellor Christy England-Siegerdt to discuss strategies identified in the Board of Governor's Research Work Plan that are designed to help the SUS achieve national and international prominence in research. Strategies discussed included the recruitment of top research faculty and graduate students and the need for state-of-the-art research facilities necessary to attract star faculty. The group also discussed collaborating with business and industry to further statewide economic development.

In addition, the Council discussed whether the best overall strategy to move the SUS toward world-class research status should be incremental or rapid. The Council also discussed ways that all SUS institutions, both large and small, can participate and be used as a resource to expand the SUS research portfolio. Further, the group discussed possible metrics that could be used to document progress in elevating SUS research.

The SUS Research Vice Presidents will engage with Board members to provide overviews of these topics and set the stage for further exploration into these key issues.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Kuntz; Dr. Jan Ignash;
Members, SUS Council of Research Vice
Presidents



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Health Initiatives Committee
Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 23, 2016
8:30 a.m. - 9:00 a.m.**

or

Upon Adjournment of Previous Meetings

Chair: Mr. Ed Morton; Vice Chair: Dr. Fernando Valverde

Members: Beard, Doyle, Jordan, Levine, Robinson

- 1. Call to Order and Opening Remarks** **Governor Ed Morton**

- 2. Minutes of Committee Meetings** **Governor Morton**
Minutes, January 21, 2016
Minutes, February 11, 2016

- 3. Update on Strategic Plan Priorities:
Request for Proposals and LBR Process** **Dr. Christy England-Siegerdt**
*Associate Vice Chancellor
for Academic Research and Policy*

- 4. Concluding Remarks and Adjournment** **Governor Morton**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
June 23, 2016**

SUBJECT: Minutes of January 21, 2016 Committee Meeting and February 11, 2016
Committee Workshop

PROPOSED COMMITTEE ACTION

Approval of the minutes of the following two meetings:

- Committee Meeting held on January 21, 2016, at Florida State University
- Committee Workshop held on February 11, 2016, at the University of South Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meetings held on January 21, 2016, and February 11, 2016.

Supporting Documentation Included: Minutes, January 21, 2016
Minutes, February 11, 2016

Facilitators/Presenters: Governor Ed Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 21, 2016

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

1. Call to Order

Chair Ed Morton convened the meeting at 11:07 a.m. on January 21, 2016 with the following members present and answering roll call: Governor Beard, Governor Doyle, Governor Levine, and Governor Valverde. Governor Morton gave a general introduction to the draft Strategic Plan for Health and the need for the Committee's feedback during the meeting. He discussed how the Committee's work fit with wider conversations about ensuring that the state university graduates have degrees that align with employer needs, particularly within the health care sector.

2. Meeting Minutes

Governor Valverde moved that the Committee approve the minutes of the September 2, 2015 meeting, as presented. Governor Doyle seconded the motion and members concurred.

3. Update on the Health Initiatives Strategic Plan

Ms. Amy Beaven, Director of STEM and Health Initiatives with the Board of Governors office, presented an update on the Strategic Planning process, including the identification of short-term and long-term priorities from the Committee's environmental scan findings and discussions with key constituency groups in each of the goal areas. She then discussed the goals, priorities, and strategies in the Committee's draft Strategic Plan.

Ms. Beaven presented the first goal of meeting the health workforce needs in Florida and identified two priority areas (the need for more physician residencies and the need for more nursing faculty) and three strategies. She then presented the second goal of increasing the competitiveness of health-related research across the State University System. Three health-related research priorities have been identified in the near-term: to

build data-sharing and “big data” infrastructure, to invest in strategic research facilities, and to incentivize research collaboration and commercialization. Ms. Beaven welcomed any questions or direction from the Committee on the goals and priorities in the draft. She noted that the Committee would have a February workshop to gather additional information on specific actions and estimated costs associated with the Strategic Plan strategies from system experts and members of the Health Initiatives Advisory Group.

After the presentation, several members made comments about the quantity and quality of graduate medical education (GME) in Florida. Governors Valverde, Levine, and Morton each emphasized the need for additional residency positions to strategically fill current gaps. Governor Valverde noted that in Florida 55% of doctors are over age 50 and only 10% are under 35, making a doctor shortage very likely in the future. He noted the annual cost of a residency position is between \$80,000 and \$100,000. When the Centers for Medicare & Medicaid Services funded graduate medical education more readily, these programs were attractive to hospitals. Limited federal funding means that hospitals have less incentives to create new GME programs. Other entities, such as the SUS institutions, will need to play a more active role in establishing the GME programs needed to meet the state’s needs. Any request for state funding should target unmet demand for specific physician specialties and regions of the state.

Governors Tripp and Frost discussed the quality of residencies, their competitiveness, and the ability to retain and/or attract top medical school graduates for Florida residency programs. Governor Levine noted that residency programs will have to meet quality standards to be accredited and the greater issue is identifying where Florida needs new or expanded programs and matching resources to those needs. He noted that enhancing research would build quality as well. He then motioned for the Committee to approve the Strategic Plan for Health as presented. Governor Doyle seconded the motion and the Committee voted for approval.

4. Closing Remarks and Adjournment

Chair Morton closed the meeting by suggesting that Florida can have the best in health care and research if there are bold goals, a shared vision, and commitment of resources to achieve them. He adjourned the meeting at 11:34 a.m.

Ed Morton, Chair

Amy Beaven,
Director, STEM and Health Initiatives

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
FEBRUARY 11, 2016

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1. Call to Order

Chair Ed Morton convened the meeting at 1:00 p.m. on February 11, 2016, with the following members present and answering roll call: Governor Beard, Governor Valverde, and Governor Robinson (by phone). Also participating in the workshop from the Health Initiatives Advisory Committee were Celeste Philip from the Department of Health, John Mines from the Florida Hospital Association (substituting for Bruce Rueben), Mary Lou Brunell from the Florida Center for Nursing, and Andres Gil from the SUS Vice Presidents for Research. Amy Beaven, Christy England-Siegerdt, and Vikki Shirley were present as staff of the Board of Governors.

Governor Morton opened by stating that the purpose of the workshop was to ask questions and to get ideas on strategies that advance the goals set out in the Health Strategic Plan. He emphasized the importance of the Committee's efforts in looking at gaps in the health workforce and the healthcare sector's large contribution to jobs, economic development, and cutting-edge research in Florida.

2. Review Strategic Plan for Health

Ms. Beaven gave a brief history on the Committee's environmental scan process, noting that the Committee took a System-wide look at Florida's health workforce, healthcare delivery, and health-related research and drew comparisons to national trends. The findings from the environmental scan were used to inform a Health Strategic Plan with two goals and five priorities. The focus of the presentations for the workshop would be two potential grant programs to advance the first goal of meeting the workforce needs of Florida, and one grant program to advance the second goal of increasing the competitiveness of health-related research for the System. Each of the initial strategies were chosen among the strategic plan priorities because they are actionable within the next year and could be potentially supported through grant funding similar to the Board's successful TEAm grant model.

3. Critical Area: Physician Residencies

Ms. Beaven introduced Dean Michael Good from the University of Florida's College of Medicine as the first presenter. Dr. Good noted that he was speaking on behalf of the Council of Florida Medical School Deans as he presented a background on graduate medical education (GME) for Florida and made recommendations for a competitive grant program for GME expansion.

Dean Good's presentation addressed the critical role that GME plays in educating the physician workforce. He noted the fundamental problem of not having enough residency positions in the state to ensure that there will be enough physicians to meet near-term health needs in Florida. Without an expansion of medical residency positions, the state will fall further behind in the training and recruitment of physicians. He estimated that Florida needs to create between 500-800 new first-year positions to keep up with the pace of growth in the medical schools and approximately 3,400 overall residency slots (representing multiple years of the 3-6 year residencies) to bring Florida up to the national average for number of residents per 100,000 population. Based on growth in Florida's population and the unique demographics of the state, just coming up to the national average may be a conservative measure of the need.

Dean Good addressed several issues: the long pipeline of education and training for a physician, medical school growth in recent years, physician retention trends for those educated in Florida, funding trends for GME (sources and shares of the funding), costs of GME to institutional providers and sponsors, and recent initiatives to expand GME in Florida. He noted that Florida currently has 51 sponsors for 161 residency programs, with roughly 54% of the 3,800 current residency positions sponsored by an SUS medical school.

Dean Good noted the attractiveness of a competitive grant program to fund innovative strategies to start-up and/or expand residency programs around the state. The nine medical schools in Florida are already a source of leadership and coordination for GME programs and a dedicated funding source for that work could directly increase GME in the state. He emphasized the need for plans that would maintain the financial stability of the programs after the grant period ends. He suggested a role for the Physician Workforce Advisory Group in establishing where GME data collection and coordination happens in the state. He concluded that Florida has about 3,800 residents currently in training and needs another 3,400 just to come up to the national average based on population.

Governor Valverde calculated the cost for an additional 3,400 positions to be about \$350 million dollars and noted that, even with recent state efforts, Florida is far under budget to achieve this number of positions. He questioned whether savings from Medicaid's transition to managed care could be re-directed from the state's general fund back to the

Agency for Healthcare Administration (AHCA) for GME. However, John Mines with the Florida Hospital Association suggested that the state has not actually realized the projected savings and the actual costs of managed care have been higher than anticipated, leaving no recoverable funds for GME.

Governor Beard noted that an appropriate first goal may be the creation of 500 first year positions to mirror the recent growth in the number of medical school graduates. Dean Good explained that the 500 post-graduate year one (PGY-1) positions would be a start but there would need to be funding for each year of the 3-6 year residency programs, essentially multiplying the number of first year positions by the length of the program to get to the full program capacity figures.

Governor Morton expressed the need to get people's attention on the consequences and economic impact of not having an adequate supply of physicians. He asked about making the economic case for expanding GME and being able to tell the story of the return on investment of expansion and the costs to the state and to quality of care if we don't expand it. There was conversation about comparing patient outcomes in Florida to other states that have more medical residents and physicians on a per population basis. The group discussed Robert Wood Johnson county health rankings and Dartmouth Atlas as data sources, and the need to include socioeconomic status (SES) in the consideration of health outcomes (medical care only contributes about 20% to health outcomes). Celeste Philip noted current funding opportunities through Centers for Medicare & Medicaid Services to gauge how clinical systems impact SES determinants of health.

4. Critical Area: Nurse Faculty Pipeline

Ms. Beaven introduced Dean Dianne Morrison-Beedy from the University of South Florida's College of Nursing to provide a presentation on nursing faculty shortages. Dr. Morrison-Beedy noted that she was presenting on successful innovations based on input from all of the SUS nursing school deans and directors. She also stated that any or all of the strategies could be funded by a grant in the short-term. She described the national shortage of nursing faculty as a big challenge and said any plans for the SUS would need to be bold in decision-making, intentional in its strategies, and genuine in what's best for residents of Florida. She noted an increase in the demand for nurses with advanced education, such as the Bachelor of Science in Nursing (BSN); recent increases in employer vacancies for RNs; preference in hiring nurses with a BSN; high student demand for SUS nursing programs; and better patient outcomes linked to the higher education of nurses. High quality nurses are coming out of the SUS programs.

There was discussion on the number of nurses graduating from SUS programs compared to other sectors of education in Florida. Mary Lou Brunell from the Florida Center for Nursing noted that when one considers both ASN and BSN programs, the

SUS is graduating 10-15% of Florida's registered nursing graduates. She also noted that there has not been a significant increase in the number of pre-licensure BSN nursing graduates recently, whereas there have been large increases of ASN and RN-BSN graduates. Dean Morrison-Beedy noted that expansion in the SUS is constrained by the number of faculty.

Dean Morrison-Beedy demonstrated the exponential impact between one educator, the 12,000 students he/she trains, and the 23 million patients the students in turn care for over a 40-year faculty career. She then described the high number of faculty due to retire soon; the burdensome professional requirements (especially for maintaining the nursing license); and the rigors of balancing research, clinical assessments of students, classroom teaching loads, and clinical practice. She noted that most nurses do not choose to teach because the compensation and workload for nursing faculty is not as appealing as private sector practice. The pipeline of PhD students is also not adequate to meet future faculty vacancies. Dr. Morrison-Beedy then described several short-term innovations that could target recruitment and retention of nursing faculty. She described USF's successful INFORM program and noted that either the entire program or selected components could be implemented by the other SUS nursing programs.

Governor Morton expressed the need for strategic direction in increasing the number of nurses coming out of the SUS BSN programs. He asked whether expanding these programs and securing the resources to do so was seen as a priority by the institutions and by the System. He stressed that the System needs to look at faculty salaries in addition to qualitative elements. Ms. Beaven noted that the focus of the workshop was short-term elements that could be funded with a grant program and that the nursing deans had also offered written recommendations on long-term strategies, including salary issues.

Ms. Brunell suggested that the institutions and Committee consider the mix of faculty required to teach in the BSN programs versus the graduate programs. She noted there is a need to educate PhD students to teach in the graduate programs but she asked how many faculty, and at what level, would be needed to double the number of BSN graduates. The salary differences may not be as large between early-career private practice and teaching if administrators are able to hire younger, junior faculty. She noted the faculty recruitment and retention strategies may be different depending on the end goals and the programs that need to be expanded. Governor Robinson noted tuition waivers for SUS employees as one strategy to support the training of future faculty.

Governor Morton concluded that expanding the nursing program capacity in the SUS is a priority and we need the experts to take on the long-term strategies to fix the problem. Governor Valverde asked why so many students choose private nursing programs and Dr. Morrison-Beedy noted that the SUS programs are limited access programs. Many of

those students would choose the SUS schools if there was infrastructure and resources to expand capacity.

5. Critical Area: Building Upon Federal SBIR/STTR Awards

Ms. Beaven introduced Dr. MJ Soileau, Vice President for Research and Commercialization at the University of Central Florida to present a matching grant program for federal SBIR/STTR awards. He noted that with state funds for a matching grant program the SUS would be able to enhance research, increase collaboration between Florida industry and university research, promote “born here, grow here” companies, provide opportunities to students, and build from a proven model.

Dr. Soileau described the federal SBIR/STTR program and noted that 3% of federal agency budgets are set aside to fund small business innovation grants under this program. He described the current Florida High Tech Corridor program, which matches federal SBIR/STTR awards for businesses partnering with UCF, USF and UF. In some cases, the businesses that apply for the federal awards are members of the universities’ business incubator programs. The SBIR/STTR award is a means for Florida companies to tap into early stage capital. The matching program is a way to encourage small businesses to partner with and pay SUS researchers for their expertise and use of specialized equipment. In turn, a company is more likely to be successful because it does not have to fully fund its own research and development (R&D) at such an early business stage.

Dr. Soileau noted that a Phase I award for Proof of Concept is for 6-12 months and is not a lot of money (up to \$150K), but is a way to get started. The Phase II awards are for a full R&D effort and provide up to \$1M which is attractive, especially if matched. Phase III is the commercialization stage and has no federal funds. Dr. Soileau noted that through the Florida High Tech Corridor Program, UCF has seen an increase in faculty and student engagement with private companies and significant multipliers of economic impact from the original investment. He noted that other states have matching programs and Florida currently gets about half of what other successful states with matching programs are getting from the NIH SBIR/STTR program.

He then discussed ideas for pairing research expertise across the System using available data and data mining software. For health-related research there could be benefit to connecting medical faculty with other researchers in the university(s) through the posting/advertisement for a needed expertise or specific technology challenge.

Governor Morton asked if the multiplier effect from matching the SBIR/STTR awards is well understood by the local economic development groups around the state. He also asked if more SUS institutions should be going after SBIR/STTR funds. Dr. Soileau confirmed that the economic development groups have made some efforts to bring in

this federal money and our universities currently work with those groups to do more. Dr. Good noted that the multiplier effect of these funds hasn't always been well understood, but for good research teams there are multiples of \$4-11 for every dollar invested. Dr. Gil suggested a growing awareness and growing need to partner with industry in light of the shrinking federal budget for research. He said FIU has increased its efforts through the incubator program to go after SBIR/STTR awards and to increase technology transfer. He also noted that the program is a good way to maximize a university's core facilities, by allowing companies to pay for use of the specialized equipment.

Governor Morton and Governor Valverde thought expanding the Florida High Tech Corridor model to more SUS schools through a state matching grant program was a good strategy.

6. Closing Remarks and Adjournment

Governor Beard suggested the Committee set goals for each of the topics presented in the workshop. Chair Morton agreed and adjourned the meeting at 4:00 p.m.

Ed Morton, Chair

Amy Beaven,
Director, STEM and Health Initiatives

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
June 23, 2016**

SUBJECT: Update on Strategic Plan Priorities: Request for Proposals and LBR Process

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Earlier this year, the Health Initiatives Committee approved a Health Strategic Plan that includes goals, priorities, and strategies to meet the most pressing needs identified in the Committee's environmental scan. The Committee also convened a workshop in February to gather additional information on specific actions and estimated costs associated with the Strategic Plan strategies. At the workshop, the Committee heard presentations from Dr. Michael Good representing the Council of Florida Medical School Deans, Dr. Dianne Morrison-Beedy representing the SUS Nursing School Deans and Directors, and Dr. M.J. Soileau representing the SUS Vice Presidents for Research.

The Committee will receive an update on three proposed grant programs that align with the workforce and research goals of the Health Strategic Plan. Staff will note the progress in developing three requests for proposals (RFPs) in the following priority areas: expansion of graduate medical education, nursing faculty recruitment and retention, and SBIR/STTR matching grants for health-related research. The Committee will discuss the timeline and budget necessary to make a 2017 legislative budget request to fund the proposed grant programs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Christy England-Siegerdt



STATE
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Board of Governors

AGENDA

Select Committee on 2+2 Articulation

Grand Ballroom

***FAIRWINDS* Alumni Center**

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

June 23, 2016

9:00 a.m. - 9:45 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Alan Levine; Vice Chair: Ms. Wendy Link

Members: Huizenga, Lautenbach, Stewart, Tripp

- 1. Call to Order and Opening Remarks** **Governor Alan Levine**

- 2. Minutes of Committee Meeting** **Governor Levine**
Minutes, March 17, 2016

- 3. Florida College System Research and** **Ms. Madeline Pumariega**
Issues in 2+2 Transfer and Articulation *Chancellor*
Division of Florida Colleges
Department of Education

- 4. Amended Committee Two-Year Work Plan** **Governor Levine**

- 5. Concluding Remarks and Adjournment** **Governor Levine**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
June 23, 2016**

SUBJECT: Minutes of Select Committee Meeting held March 17, 2016

PROPOSED COMMITTEE ACTION

Approval of the minutes of the Select Committee on 2+2 Articulation meeting held on March 17, 2016 at University of West Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on March 17, 2016 at University of West Florida.

Supporting Documentation Included: Minutes, March 17, 2016

Facilitators/Presenters: Governor Alan Levine

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON 2+2 ARTICULATION
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
MARCH 17, 2016

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

Chair Alan Levine convened the meeting on March 17, 2016 at 9:57 a.m. with the following members present and answering roll call: Governors Link, Huizenga, Lautenbach, Stewart (phone), and Tripp. A quorum was established.

2. Statewide Articulation in Florida

Chair Levine introduced Dr. Matthew Bouck, Director of the Office of Articulation, Department of Education, to provide an overview of the statewide articulation policies and processes.

Dr. Bouck described the Office of Articulation as providing leadership and support for policies and programs that facilitate student access and transfer. He commented that the 2+2 promotes recognition and utilization of the Florida College System (FCS) as a point of entry for postsecondary education, and the articulation agreement provides the pathway to upper division programs at the university and the college. Dr. Bouck provided an overview of the duties of the Articulation Coordinating Committee (ACC), with their primary responsibility to monitor the statewide articulation agreement. Dr. Bouck reviewed the Associate in Arts Transfer Student Rights s. 1007.23, FS, SBE Rule/BOG Resolution 6A-10.024.

3. Associate in Arts Transfer Students in the State University System (SUS)

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, Board of Governors, was introduced by Mr. Levine to discuss data regarding trends in SUS-FCS student transfer. She reported data relative to AA transfer students' impact on SUS enrollments, application and admission of AA students to a state university, 2+2 student demographics, and 2+2 graduation data.

Dr. Ignash noted the following questions that resulted from data analysis:

- Why are one-third of AA graduates not applying to a state university? Are these students continuing a FCS baccalaureate, transferring to an independent institution or out-of-state, or is it due to money or family or personal matters? What are the reasons that students don't continue that we can do something about?
- Is AA transfer becoming more common as an access strategy for minority students?
- Is there an issue of place-boundedness which may account for students' application to one university?

Commissioner Stewart commented that new enrollments from AA transfers are approximately 25-30,000 per year (and noted a correction in table 1). She also said that there are FCS reports that may address many points and requested to present this information at the June meeting.

Mr. Levine encouraged all to look at the tables and dig into the data which will provoke additional questions. Mr. Levine questioned the pathway for minority students, specifically those who enter FCS, those who pursue further education at a university, and those who don't. Where do they go from there? Mr. Levine also suggested looking at students by income level.

4. Committee Two-Year Work Plan

Dr. Ignash presented the two-year work plan that lays out the schedule of activities and topics that are going to help to identify opportunities.

Dr. Ignash presented a brief overview of the work plan and reported that when this work plan is completed there ought to be actionable steps in terms of improvements on articulation.

Chair Kuntz commented that there should be meetings that include FCS representatives. Governor Tripp concurred. Chair Levine said that the work plan can be amended to show outreach to FCS.

Governor Huizenga moved to approve the Select Committee on 2+2 Articulation 2016-2017 Work Plan with amendments to increase involvement with the Florida College System. Governor Link seconded the motion, and the motion was approved.

Having no further business, Chair Levine adjourned the meeting at 10:33 a.m.

Alan Levine, Chair

Richard P. Stevens,
Assistant Vice Chancellor, Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
June 23, 2016**

SUBJECT: Florida College System Research and Reports on Articulation

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An overview of findings from research and discussion of issues that address 2+2 articulation from the Florida College System perspective. The presentation will provide insight into the questions raised at the March 2016 Committee meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Ms. Madeline Pumariega

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on 2+2 Articulation
June 23, 2016**

SUBJECT: Amended Select Committee on 2+2 Articulation 2016-2017 Work Plan

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its March 2016 meeting the Select Committee on 2+2 Articulation approved a 2016-2017 Work Plan with amendments to increase involvement with the Florida College System. The amended work plan is provided for the Committee.

Supporting Documentation Included: Amended Committee Two-Year Work Plan

Facilitators/Presenters: Governor Alan Levine

Select Committee on 2+2 Articulation 2016 - 2017 Work Plan: Revised Schedule of Topics

June 23, 2016

March 2016	<ul style="list-style-type: none"> • Overview of State-Level Articulation Policies and Processes, including the Articulation Coordinating Committee • Overview of Associate of Arts Transfer Students in the SUS • Finalize the Two-Year Committee Work Plan
June 2016	<ul style="list-style-type: none"> • <u>Joint discussion with the Florida College System (FCS) to begin identifying issues and concerns that occur across both systems</u> • <u>Staff begin analyzing available data to identify what appears to be working well and what can be improved</u>
September 2016	<ul style="list-style-type: none"> • <u>Staff report on what appears to be working well and what can be improved</u> <ul style="list-style-type: none"> ○ Deeper dive into the processes with university staff ○ Compare AA Transfer Student by program ○ Impact of Limited Access Status on AA Transfer Students ○ Impact of FCS Baccalaureates on AA Transfers into the SUS ○ Access to SUS Programs via Online or Regional Campuses ○ SUS AA Transfer Students ○ Where do AA graduates go who do not transfer into SUS? ○ How well do AA transfer students perform in the SUS? ○ How do AA transfer students compare in terms of excess credit hours upon graduation compared to FTIC students? ○ Do students transfer without loss of credit? Credit transfer vs. credit applied to the degree • Presentation by university undergraduate dean or advising professional to demonstrate the latest advising and tracking software & programs that are being used on our campuses. • <u>Continue to coordinate with the Florida College System to better track AA Graduates who don't transfer into the SUS</u>

November 2016	<ul style="list-style-type: none"> Identify strategies that the Board and Universities <u>should consider implementing</u> to improve 2+2 Articulation
January 2017 (Date TBD)	<ul style="list-style-type: none"> Possible Workshop: Board and University strategies for improving 2+2 Articulation Invited Discussants: Florida College System representatives to respond to strategies identified to improve 2+2 AA transfer, as appropriate
March 2017	<ul style="list-style-type: none"> Identification of steps necessary to implement improvement strategies Recommendations to the ASA Committee, as appropriate, regarding any steps necessary to implement strategies for improving 2+2 Articulation
June 2017	<ul style="list-style-type: none"> Update on plans or actions accomplished regarding improvement strategies
September 2017	<ul style="list-style-type: none"> Further discussion to identify challenges that may need to be further addressed in the work of the ASA Committee
November 2017	<ul style="list-style-type: none"> Review accomplishments



STATE
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AGENDA

Facilities Committee

Grand Ballroom

FAIRWINDS Alumni Center

University of Central Florida

12676 Gemini Boulevard, North

Orlando, Florida 32816

June 23, 2016

9:45 a.m. - 10:15 a.m.

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard

Members: Doyle, Levine, Link, Morton, Robinson, Valverde

1. **Call to Order and Opening Remarks** **Governor H. Wayne Huizenga, Jr.**
2. **Minutes of Committee Meeting** **Governor Huizenga**
Minutes, January 20, 2016
3. **2017-2018 SUS Fixed Capital Outlay** **Mr. Chris Kinsley**
Legislative Budget Request Guidelines *Assistant Vice Chancellor*
Finance & Facilities
4. **2016-2017 Capital Improvement Fee Project Authorization** **Mr. Kinsley**
5. **UCF Educational Plant Survey Validation** **Mr. Kinsley**
6. **FAU Educational Plant Survey Validation** **Mr. Kinsley**
7. **Notice of Intent to Amend State University System** **Mr. Kinsley**
Board of Governors Debt Management Guidelines
8. **Sightlines Update** **Mr. Kinsley**
9. **Concluding Remarks and Adjournment** **Governor Huizenga**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 23, 2016**

SUBJECT: Minutes of Committee Meeting held January 20, 2016

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on January 20, 2016.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes from the meeting held on January 20, 2016 at Florida State University.

Supporting Documentation Included: Minutes: January 20, 2016

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

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 20, 2016

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1. Call to Order

Chairman H. Wayne Huizenga, Jr., called the Facilities Committee to order at 4:13 p.m. on January 20, 2016. Vikki Shirley, Board Corporate Secretary took the roll. The following members were present: Vice Chair Dick Beard, Daniel Doyle, Mori Hosseini, Alan Levine, Wendy Link, Edward Morton, and Fernando Valverde. Other members present included Dean Colson, Patricia Frost, Tonnette Graham, Tom Kuntz, Ned Lautenbach and Norman Tripp. Pam Stewart was present via phone.

2. Approval of Minutes of the Meetings of the Facilities Committee

Governor Doyle moved that the Committee approve the minutes of the Facilities Committee Workshop held September 22, 2015 and the Committee Meeting held November 4, 2015. Governor Link seconded the motion, and members of the Committee concurred.

3. Amendment to the 2016-17 SUS FCO LBR

Chair Huizenga explained that at the previous Facilities Committee meeting he asked Mr. Chris Kinsley, Assistant Vice Chancellor for Facilities and Finance, to work with universities to scrutinize their back of bill lists to see if supporting data and justifications could be improved. As a result, the lists were slimmed down and the remaining projects have much better support.

Mr. Kinsley had a few proposed changes to the lists, which he explained. The first was the removal of the University of Florida Hotel Conference Center, at the university's request, from the list of projects requiring legislative approval to be constructed, acquired and/or financed by a university or a university direct support organization. The second recommended change was to strike the University of Florida St. Augustine LLambias House, the Florida State University Northwest Regional Data Center and the Florida State University Alumni Center Campus Support Building from the list of requests for plant operations and maintenance appropriations.

There being no questions or comments, Governor Link moved to approve as amended the amendments to the 2016-17 SUS FCO LBR. Governor Doyle seconded the motion and the members of the Committee approved unanimously.

4. USF Grocery Store Project

Chair Huizenga explained that the USF Grocery Store Project was deferred from the previous committee meeting. Additional information had since been added addressing Committee members' comments and concerns. The project was no longer an advanced approval item but was now going through the standard approval process.

Mr. Kinsley presented the additional information to the Committee and after brief discussion Governor Link moved to approve the project. Governor Beard seconded the motion and the Committee concurred.

5. Florida International University Educational Plant Survey Validation

Mr. Kinsley presented a summary of the survey team's recommendations for the Florida International University Educational Plant Survey. There were no questions, Governor Levine moved approval of the validation of the Educational Plant Survey, which Governor Link seconded and the motion passed unanimously.

6. Annual Completed Projects and Energy Reports, Sightlines Update

Mr. Kinsley provided a presentation on all university projects completed during 2015, gave the 2015 Annual Energy Report, and provided the Committee an update on Sightlines.

7. Concluding Remarks and Adjournment

Chair Huizenga explained to the Committee that no meeting was scheduled for March. There being no further business, the meeting adjourned at 4:43 p.m., January 20, 2016.

H. Wayne Huizenga, Jr., Chair

Chris Kinsley,
Assistant Vice Chancellor, Finance & Facilities

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 23, 2016**

SUBJECT: 2017-2018 SUS Fixed Capital Outlay Legislative Budget Request
Guidelines

PROPOSED COMMITTEE ACTION

Approve the 2017-2018 Legislative Budget Request (LBR) guidelines for the fixed capital outlay budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

In order to maintain the schedule for developing the LBR in a timely manner, the Board needs to approve a set of policy guidelines for the development of the 2017-2018 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2017-2018 operating and fixed capital outlay LBR at the September 2016 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR** - These are the primary changes:
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.
 - b. Adds a request for consideration of funding support for the annual costs of the State Fire Marshalls inspection of university facilities.
 - c. Adds a request for consideration of funding support for Campus Health, Safety and Security initiatives.

- II. **Fixed Capital Outlay LBR** - This is the primary changes
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.

Supporting Documentation Included: 2017-2018 LBR Guidelines

Facilitators/Presenters: Mr. Chris Kinsley



State University System of Florida Board of Governors 2017-18 Legislative Budget Request Development Policy Guidelines

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2017-2018 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:
 - a. Plant operations and maintenance for new and existing buildings –
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2016-2017;
 - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2017-2018.
 - b. Annual Fire Safety Inspection Fees –



- i. Funds will be requested to cover the annual costs of the State Fire Marshalls inspection of university facilities.
2. Performance Funding – Funding will be requested based on the Board’s performance funding model.
3. Task Force Reports, Studies, and Strategic Plans – Consideration will be given to initiatives recommended in any reports, studies or strategic plans and endorsed by the Board.
4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources. System initiatives developed by the universities should be vetted by the appropriate SUS council before being recommended to the Board.
5. Campus Health, Safety and Security – Consideration will be given to initiatives that support or enhance student health, ensure the safety of students, faculty and staff, and secures the campus to promote a safe learning environment.

The following represents the timeline for submission of the SUS 2017-2018 LBR for operations:

- June 23: Board approves the LBR Policy Guidelines
- May – July: Chancellor provides guidance to the universities on the development of system and university LBR issues
- August 1: System issues are submitted by the appropriate SUS council
- Sept. 22: Board approves the operating LBR
- Oct. 15.: Operating LBR is submitted to the Governor and Legislature
- Oct. 18: Budget and Finance Committee Workshop to discuss potential changes to the performance funding model
- Nov. 3: Board evaluates amendments to the LBR
- Feb. 2017: Amended LBR is submitted to the Legislature and Governor after release of the Governor’s budget recommendations

Fixed Capital Outlay Funds:

The university’s approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new



facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended PECO projects in the following priority order¹:

1. Maintenance Projects
 - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes.
 - b. Critical Deferred Maintenance
2. System and Continuation Projects
 - a. Projects funded by the legislature in the amount and in the year as last included on the Board adopted three year list.
 - b. Projects funded by the Legislature, but not on the Board adopted three year list.
 - c. Projects that require additional funding to complete.
3. Renovation Projects
 - a. Utilities/infrastructure/capital renewal/roofs needs.
 - b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation. (Major named projects)
4. Strategic Projects
 - a. Land or building acquisition in accordance with university board of trustees adopted master plans.

¹ Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.



b. New facilities, as needed to meet instructional and support space needs.

5. Legislative Authorizations

a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.

The following represents the timeline for submission of the SUS 2017-2018 Fixed Capital Outlay LBR:

- April 30: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs
- June 23: Board approves the LBR Policy Guidelines
- August 1: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required
- Sept. 22: Board approves the fixed capital outlay LBR
- Oct. 15: Fixed capital outlay LBR is submitted to the Governor and Legislature
- Oct. 18: Facilities Committee Workshop. The Committee will meet with university staff to review projects
- Jan. 26, 2017: Board evaluates amendments to the LBR
- February: Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 23, 2016**

SUBJECT: 2016-2017 CITF Project Allocations

PROPOSED COMMITTEE ACTION

Approve the 2016-2017 university CITF project allocations.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

BACKGROUND INFORMATION

The 2016 General Appropriations Act included funding of \$35,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

Funds in Specific Appropriation 18 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved November 5, 2015. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Also indicated are any projects with prior year funding which the university has requested to be re-allocated to a different project. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting.

In some instances, completion of the desired project will require additional funding and has been provided for informational purposes. The Board has not yet determined what amount will be requested during the 2017-2018 LBR cycle.

Supporting Documentation Included: 1. 2016-2017 Capital Improvement Fee Project List
2. 2017-2018 Capital Improvement Fee Projected Allocations List

Facilitators/Presenters: Mr. Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2016/2017 CAPITAL IMPROVEMENT FEE PROJECT LIST

Project No.	Univ	CITF Project Selection	GAA Pro Rata Amount	Project Amount
1	UF	J. Wayne Reitz Union Career Resource Center (CRC)		\$2,500,000
2	UF	Rebuild the Institute of Black Culture (IBC) and Institute of Hispanic/Latino Culture (LA CASITA)		\$3,295,838
	UF Total		\$5,795,838	\$5,795,838
1		Project Selection Pending		\$68,701
	UFO Total		\$68,701	\$68,701
1	FSU	Student Union Replacement PHASE I		\$3,344,687
	FSU Total		3,344,687	\$3,344,687
1	FAMU	Student Union Improvements		\$100,000
2	FAMU	Student Union - Elevator modernization/tech. upgrade/Digital signage system		\$262,274
3	FAMU	Career Center - Structural shifting issue		\$800,000
	FAMU Total		1,162,274	\$1,162,274
1	USF	Wellness Center Complex PHASE I		\$3,937,238
2	USF	Health Student Union Annex Facility PHASE IV		\$870,010
3	USFSP	Environmental & Co-Curricular Improvements		\$532,314
4	USF Sarasota-Manatee	Co-Curricular & Wellness Support Facilities PHASE IV		\$214,354
	USF Total		5,553,916	\$5,553,916
1	FPU	Recreation Building		\$64,676
	FPU Total		64,676	\$64,676
1	FAU	Student Union Expansion/Renovation - PHASE I		\$3,029,743
	FAU Total		3,029,743	\$3,029,743
1	UWF	University Park - Athletic Operations Building (Partial)		\$1,082,521
	UWF Total		1,082,521	\$1,082,521
1	UCF	John C. Hitt Library Phase I		\$6,834,140
	UCF Total		6,834,140	\$6,834,140
1	FIU	BT-903 Recreation Center Expansion - MMC		\$3,700,000
2	FIU	Health and Wellness Walk - MMC		\$1,102,996
	FIU Total		4,802,996	\$4,802,996
1		*Student Assembly Center		\$1,575,310
	UNF Total		1,575,310	\$1,575,310
1	FGCU	Student Academic Health & Life Fitness Center - PHASE I		\$1,570,889
	FGCU Total		1,570,889	\$1,570,889
1	NCF	Phase I Renovation of Fitness Center		\$114,309
	NCF Total		114,309	\$114,309
		University CITF Projects Total	35,000,000	\$35,000,000

*UNF reallocation: 2015-16 (\$1.5M) 2016-17 (\$1.5M)

** NCF reallocation: 2014-15 (\$15,604.49)

Board of Governors Committees and Meeting - Facilities Committee

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2017/2018 CAPITAL IMPROVEMENT FEE PROJECTED ALLOCATIONS LIST

Project No.	Univ	CITF Projected Allocations	Amount Needed to Complete	Cash Amount	Bond Amount	Donations/Other	Total Project Amount	Remaining Amount Needed to Complete
1	UF	UF Health & Recreation Center	\$92,953,014	\$6,000,000	\$86,953,014	\$0	\$92,953,014	\$0
		UF Total	\$92,953,014	\$6,000,000	\$86,953,014	\$0	\$92,953,014	\$0
1		To be Determined					\$0	\$0
		UFO Total	\$0	\$0	\$0	\$0	\$0	\$0
1	FSU	Student Union Replacement PHASE I	\$15,022,268	\$4,000,000	\$11,022,268	\$0	\$15,022,268	\$0
		FSU Total	\$15,022,268	\$4,000,000	\$11,022,268	\$0	\$15,022,268	\$0
1	FAMU	New Student Union Building	\$29,100,000	\$2,000,000	\$27,100,000	\$0	\$29,100,000	\$0
		FAMU Total	\$29,100,000	\$2,000,000	\$27,100,000	\$0	\$29,100,000	\$0
1	USF	Wellness Center Complex PHASE I	\$20,180,000	\$3,037,238	\$17,142,762		\$20,180,000	\$0
2	USF	Smart Parking System	\$900,000	\$900,000			\$900,000	\$0
3	USF	Health Student Union Annex Facility PHASE V	\$8,142,468	\$870,010	\$7,272,458		\$8,142,468	\$0
4	USFSP	Environmental & Co-Curricular Improvements	\$532,314	\$532,314	\$0		\$532,314	\$0
5	USF Sarasota-Manatee	Co-Curricular & Wellness Support Facilities PHASE V	\$1,914,354	\$214,354	\$1,700,000		\$1,914,354	\$0
		USF Total	\$31,669,136	\$5,553,916	\$26,115,220	\$0	\$31,669,136	\$0
1	FPU	Recreation Building	\$1,935,324	\$95,000	\$1,840,324		\$1,935,324	\$0
		FPU Total	\$1,935,324	\$95,000	\$1,840,324	\$0	\$1,935,324	\$0
1	FAU	Student Union Expansion/ Renovation - PHASE II	\$8,500,000	\$3,000,000	\$5,500,000		\$8,500,000	\$0
		FAU Total	\$8,500,000	\$3,000,000	\$5,500,000	\$0	\$8,500,000	\$0
1	UWF	Intercollegiate Athletics - Field House Bleachers	\$626,000	\$626,000			\$626,000	\$0
2	UWF	Educational Research Center for Child Development (ERCCD) Classrooms	\$743,000	\$743,000			\$743,000	\$0
		UWF Total	\$1,369,000	\$1,369,000	\$0	\$0	\$1,369,000	\$0
1	UCF	John C. Hitt Library Phase I	\$6,900,000	\$6,900,000	\$0		\$6,900,000	\$0
2	UCF	John C. Hitt Library Phase II	\$38,719,200	\$0	\$38,719,200		\$38,719,200	\$0
		UCF Total	\$45,619,200	\$6,900,000	\$38,719,200	\$0	\$45,619,200	\$0
1	FIU	Graham University Center Expansion - MMC	\$24,000,000	\$2,000,000	\$22,000,000		\$24,000,000	\$0
2	FIU	Wolfe University Center Renovations - BBC	\$6,000,000	\$2,000,000	\$4,000,000		\$6,000,000	\$0
3	FIU	Recreation Center Expansion - BBC	\$2,000,000	\$2,000,000			\$2,000,000	\$0
4	FIU	Recreation Center Remodeling - MMC	\$1,000,000	\$1,000,000			\$1,000,000	\$0
		FIU Total	\$33,000,000	\$7,000,000	\$26,000,000	\$0	\$33,000,000	\$0
1	UNF	Student Assembly Center	\$4,901,192	\$1,500,000	\$901,192	\$2,500,000	\$4,901,192	\$0
		UNF Total	\$4,901,192	\$1,500,000	\$901,192	\$2,500,000	\$4,901,192	\$0
1	FGCU	Student Academic Health & Life Fitness Center - PHASE I	\$6,926,199	\$2,000,000	\$4,926,199		\$6,926,199	\$0
		FGCU Total	\$6,926,199	\$2,000,000	\$4,926,199	\$0	\$6,926,199	\$0
1	NCF	Phase II Renovation of Fitness Center	\$100,000	\$100,000			\$100,000	\$0
		NEWC Total	\$100,000	\$100,000	\$0	\$0	\$100,000	\$0
		University CITF Projected Allocations Total	\$271,095,333	\$39,517,916	\$229,077,417	\$2,500,000	\$271,095,333	\$0

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 23, 2016**

SUBJECT: University of Central Florida Educational Plant Survey Validation

PROPOSED COMMITTEE ACTION

Review and validate the completed University of Central Florida 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 UCF, 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 met. In addition to UCF and Board staff, the team included staff from UWF, UNF, FGCU and UF. The completed Educational Plant Survey Report was approved by the UCF Board of Trustees on January 28, 2016 – for the complete document see:

<http://fp.ucf.edu/sites/default/files/resources/UCF%20EPS%20WORKBOOK%202015-2016%20-%20BOG%20%285-23-16%29.pdf>

This survey covers the period July 1, 2016 through June 30, 2021.

A summary of the Survey Team recommendations is attached (see Survey Team Recommendations). The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, 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: UCF Educational Plant Survey Team Recommendations

Facilitators/Presenters: Mr. Chris Kinsley

RECOMMENDATIONS OF SURVEY TEAM

UNIVERSITY OF CENTRAL FLORIDA

Validation & Needs Assessment Dates: October 6-7, 2015

Survey Team Members: Robin Anderson, Team Leader (UWF), Kenneth Ogletree (BOG), Teira Farley (BOG), Patricia Pasden (FGCU), Tina D'Auria (UF), Mary Mory (UNF)

Site Improvements Recommendations:

- 1.1 Land Acquisition – This is a general recommendation that allows the university to purchase properties in the adopted Campus Master Plan.
- 1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.
- 1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

Remodeling/Renovation Recommendations:

Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. As presented, remodeling/renovation recommendations yield no significant changes to existing space use categories. Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.

Main Campus

- 2.1 Colbourn Hall Renovation
- 2.2 John C. Hitt Library Renovation, Phase II
- 2.3 Business Administration Renovation
- 2.4 Millican Hall Renovation
- 2.5 Chemistry Renovation
- 2.6 Facilities and Safety Complex Renovation
- 2.7 Visual Arts Renovation

UCF Downtown

- 2.8 Center for Emerging Media Renovation

New Construction Recommendations:

New construction recommendations are in accordance with the presented net square footage and as described in the Form B.

Main Campus

- 3.1 Interdisciplinary Research and Incubator Facility
- 3.2 John C. Hitt Library Renovation (Addition), Phase II
- 3.3 Trevor Colbourn Hall
- 3.4 Arts Complex, Phase II
- 3.5 Multi-Purpose Research and Education
- 3.6 Visual Arts Addition
- 3.7 Interdisciplinary Research, Building II
- 3.8 Classroom III
- 3.9 Civil and Environmental Engineering
- 3.10 Welcome Center Addition
- 3.11 Band Building

*UCF Downtown**

- 3.12 Building I
- 3.13 Central Energy Plant

Lake Nona

- 3.14 College of Nursing
- 3.15 Facilities and Safety Support Building

* Recommendations are subject to the approval by the Board of Governors of the Type I Campus site designation of the UCF Downtown Campus. The University of Central Florida previously obtained approval from its Board of Trustees and acquired the required subsequent approval by the Board of Governors on March 2, 2016.

Demolition Recommendations:

Per Board Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected on the Form B. *(Please identify existing square footage for projects listed below in submission of final report.)*

The following demolitions are recommended:

- 4.1 Utility Building 8 (Building 42), 1,500 sq. ft.
- 4.2 Utility Building 9 (Building 46), 592 sq. ft.
- 4.3 Wayne Densch II (Building 39), 15,876 sq. ft.
- 4.4 Band Trailer (Building 630), 3,658 sq. ft.
- 4.5 South Orlando Building I (Building 701), 6,690 sq. ft.
- 4.6 South Orlando Building II (Building 702), 5,167 sq. ft.

Projects Based on Exception Procedure:

5.1 N/A

Special Purpose Center Recommendations:

6.1 Coastal Biology Station at Brevard County

Standard University-wide Recommendations:

- SR1. Projects for safety corrections are recommended.
- SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.
- SR5. Projects requiring renovations to space vacated in conjunction with new construction that result in 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 nine (9) 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 are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 23, 2016**

SUBJECT: Florida Atlantic University Educational Plant Survey Validation

PROPOSED COMMITTEE ACTION

Review and validate the completed Florida Atlantic University 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 FAU, 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 met. In addition to FAU and Board staff, the team included staff from FAMU, FPU, FSU, FGCU and USF. The completed Educational Plant Survey Report was approved by the FAU Board of Trustees on May 17, 2016 – for the complete document see: http://www.fau.edu/facilities/osua/info/FAU_Survey_Book_2015%20.pdf

This survey covers the period July 1, 2016 through June 30, 2021.

A summary of the Survey Team recommendations is attached (see Survey Team Recommendations). The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, 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: FAU Educational Plant Survey Team Recommendations

Facilitators/Presenters: Mr. Chris Kinsley

RECOMMENDATIONS OF SURVEY TEAM

FLORIDA ATLANTIC UNIVERSITY

Validation & Needs Assessment Dates: October 19 - 23, 2015

Survey Team Members: Maria Caspary, Team Leader (FSU), Tiera Farley (BOG), Kenneth Ogletree (BOG), Brittany Farior (BOG), Craig Talton (FAMU), Tamera Baughman (FGCU), John White (FPU), Louise Wilgus (USF)

Site Improvements Recommendations:

- 1.1 Land Acquisition – This is a general recommendation that allows the university to purchase properties in the adopted Campus Master Plan.
- 1.2 Utility Infrastructure Improvements – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.
- 1.3 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

Remodeling/Renovation Recommendations:

Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. As presented, remodeling/renovation recommendations yield no significant changes to existing space use categories. Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.

- 2.1 Capital Renewal/Envelope Enhancement
- 2.2 College of Science & Engineering Building – Engineering West (#36) Renovation
- 2.3 College of Science & Engineering Building – Science Building (#43) Renovation
- 2.4 College of Science & Engineering Building – Physical Science (#55) Renovation
- 2.5 Boca Library Renovation
- 2.6 Social Science Building (#44) Renovation
- 2.7 Arts and Letters Building Renovation

New Construction Recommendations:

New construction recommendations are in accordance with the presented net square footage and as described in the Form B.

- 3.1 General Classroom Facility (Culture and Society) Phase II
- 3.2 Central Satellite Utility Plant (Cooling Tower)
- 3.3 Arts and Letters Building (#9) Addition
- 3.4 Jupiter STEM/Life Sciences Building

Demolition Recommendations:

Per Board Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected on the Form B. *(Please identify existing square footage for projects listed below in submission of final report.)*

- 4.1 HB36 Aquaculture Lab
- 4.2 HB39 Larizza Aquaculture Center
- 4.3 HB40 Marine Mammal Research Center – Anderson Building

Additional Recommendations

The Survey Team acknowledges the need for constructing a new AD Henderson University School and makes this recommendation accordingly. The Team understands that subsequent recommendations, from additional entities, may be required in order to move the construction process forward.

- 5.1 AD Henderson University School (New Construction)

Projects Based on Exception Procedure:

- 6.1 N/A

Standard University-wide Recommendations:

- SR1. Projects for safety corrections are recommended.
- SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.
- SR5. Projects requiring renovations to space vacated in conjunction with new construction that result in 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 nine (9) 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 are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 23, 2016**

SUBJECT: Proposed Amendment to the State University System Board of
Governors Debt Management Guidelines

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board adopted Debt Guidelines in 2006 for the state universities and their direct support organizations (DSOs) to confirm that they must engage in sound debt management practices. The Guidelines have proven to be a robust framework for debt management, and with minor modifications, have enabled the System to navigate the credit market crisis in 2007-2008, and ensuing changes in the financial regulatory environment. During this time, the universities and their DSO's have generally enjoyed stable or improving credit profiles, as evaluated by the national rating agencies.

Recent activity relative to university and DSO credit (bond) ratings by a national rating agency led the Chancellor, in consultation with the Division of Bond Finance, to proactively issue a memo to the university presidents. (See Attachment A, Chancellor Memo to Presidents). The Chancellor advised the universities that all communications with the rating agencies would take a coordinated approach moving forward. This will allow the State University System to bring all possible resources, including the universities, DSOs, the Division of Bond Finance, and the Board Office, on the goal of maintaining or improving university and DSO credit ratings.

On May 10th, the Governor and Cabinet, meeting as the Executive Board of the State Division of Bond Finance, requested that the Chancellor and Director of the Division of Bond Finance, work cooperatively to address questions and concerns expressed relative to both ratings and compliance issues of the universities and their DSO's.

The proposed revisions require that:

The Board Office and the DBF coordinate university and DSO engagement with rating agencies.

The Board Office and DBF will develop a schedule for rating agency coordination, with the goal of maximizing efficiency; and the Board Office will maintain a listing of all university and DSO ratings.

Although the Guidelines are not a Board regulation, they fall within the Board's regulatory authority, and will follow a similar process to the consideration of amendments to regulations. The proposed language will be posted on the Board's website, and public comments will be received through August 1st. In addition, a workshop will be held on July 13th, with the Division of Bond Finance Director, Ben Watkins, and key university stakeholders.

These staff actions will position the Committee to consider approving amended guidelines at the meeting in September. The Chancellor's memo remains in effect.

Supporting Documentation Included: 1. Chancellor Memo to Presidents
2. Amended Debt Management Guidelines

Facilitators/Presenters: Mr. Chris Kinsley



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Office of the Chancellor
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399
Phone 850.245.0466
Fax 850.245.9685
www.flbog.edu

April 20, 2016

Dear University Presidents:

The Board of Governors adopted debt management guidelines in 2006 for the state universities and their direct support organizations in the interest of adopting sound debt management practices. These guidelines state:

“...it is recognized that credit ratings are critical. Therefore, for all publicly offered debt: a) For existing bond programs, universities and DSOs shall strive to maintain or improve current credit ratings without adversely impacting the amount of debt which may be issued for any particular program....”

The universities and their DSOs have seen stable to improving ratings over the past 10 years. Both the Board of Governors and the Division of Bond Finance (DBF) endeavor to maintain strong relationships with the three primary rating agencies (Moody's, Standard & Poors and Fitch), and have encouraged the rating agencies to discuss any concerns or questions about a university or DSO with us, so that a state perspective can be offered.

However, a recent university and DSO downgrade action was taken by Standard and Poors with no notice or consultation to either the Board of Governors Office (Board Office) or the DBF.

As the authorizing entity for university and DSO debt, it is imperative for the Board of Governors, through the Board Office, to participate in any discussions with rating agencies that may impact credit ratings. Likewise, since the rating of the sovereign entity is a significant factor in the credit analysis of any public university, it critical for DBF, to participate in those discussions. In order to coordinate a collective effort to maintain and improve all credit ratings system-wide, the following protocols are being implemented, effective immediately:

- a) The university or DSO must notify the Board Office and the DBF in advance of contacting the rating agency; for example, preparatory to scheduling a new or refunding bond series, or considering a public private transaction.

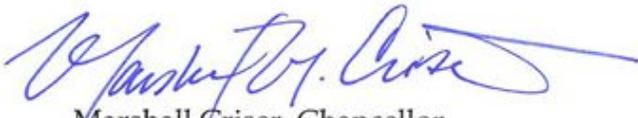
April 20, 2016
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- b) The university or DSO must notify the Board Office and the DBF via e-mail or phone call when a rating agency requests to schedule surveillance calls or site visits. The Board Office and the DBF will coordinate with the university and/or DSO, on the appropriate level of engagement by the Board Office and the DBF for any given call, draft report, site visit, etc.
- c) The Board Office and DBF must be copied on any communications between the university and/or the DSO and any rating agencies.
- d) When the rating agency publishes their final rating action, the Board Office and the DBF must be notified the same day.

Notification should be to Chris Kinsley at Chris.Kinsley@flbog.edu and Ben Watkins at Ben.Watkins@sbafla.com.

This action is intended to improve the communications between the universities, rating agencies, Board Office and the DBF to avoid similar issues that recently came to light. We will ensure the credit rating agencies are aware of these new protocols as well but recognize that the success of a coordinated approach to communications with rating agencies requires the collaborative effort of this office, DBF, the universities and the DSOs.

Sincerely,



Marshall Criser, Chancellor

- C: Tom Kuntz, Chair, Board of Governors
- Ned Lautenbach, Vice-Chair, Board of Governors
- Wayne Huizenga, Chair, Facilities Committee
- Tim Jones
- Chris Kinsley
- Ben Watkins, DBF
- CAFA



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

DEBT MANAGEMENT GUIDELINES

Rev. June 17, 2016

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DEBT MANAGEMENT GUIDELINES FOR CAPITAL OUTLAY PROJECTS

I. INTRODUCTION

The Need for and Purpose of Debt Management Guidelines

The state universities of Florida and their direct support organizations (“DSOs”) have funded significant investments in infrastructure, such as buildings, equipment, land, and technology, to meet the needs of a growing student population and to upgrade and maintain existing capital assets. A significant amount of the funding for this investment in infrastructure has been provided through the issuance of debt by the state for the benefit of the state universities and by the state universities’ direct support organizations (“DSOs”).

The purpose of these guidelines is to confirm that the state universities and their DSOs must engage in sound debt management practices and, to that end, the Board of Governors (“Board”) has formalized guiding principles for the issuance of debt by the state universities and their DSOs. Each state university shall adopt a debt management policy which is consistent with these guidelines and which shall be approved by the Board.

The following guidelines set forth guiding principles regarding state university and DSO debt-related decisions related to:

- a) The amount of debt which may prudently be issued.
- b) The purposes for which debt may be issued.
- c) Structural features of debt being issued.
- d) The types of debt permissible.
- e) Compliance with securities laws and disclosure requirements.
- f) Compliance with federal tax laws and arbitrage compliance.

These principles will facilitate the management, control and oversight of debt issuances for the purpose of facilitating ongoing access to the capital markets which is critical to the financing of needed infrastructure.

In furtherance of this objective, the provisions of these guidelines shall be followed in connection with the authorization, issuance and sale of university and DSO debt. However, exceptions to the general principles set forth herein may be appropriate under certain circumstances. Also, additional guidelines and policies may be necessary as new financial products and debt structures evolve over time.

For purposes of these guidelines:

- i) "debt" means bonds, loans, promissory notes, lease-purchase agreements, certificates of participation, installment sales, leases, or any other financing mechanism or financial arrangement, whether or not a debt for legal purposes, for financing or refinancing, for or on behalf of a state university or a direct support organization, the acquisition, construction, improvement or purchase of capital outlay projects;
- ii) "capital outlay project" means (i) any project to acquire, construct, improve or change the functional use of land, buildings, and other facilities, including furniture and equipment necessary to operate a new or improved building or facility, and (ii) any other acquisition of equipment or software; and
- iii) "financing documents" means those documents and other agreements entered into by the state university or the DSO establishing the terms, conditions and requirements of the debt issuance.
- iv) "auxiliary enterprise" means any activity defined in section 1011.47(1), Florida Statutes, and performed by a university or a direct-support organization.

II. DEBT AFFORDABILITY AND CAPITAL PLANNING

Concept of Affordability

One of the most important components of an effective debt management policy is an analysis of what level of debt is affordable given a particular set of circumstances and assumptions. More comprehensive than simply an analysis of the amount of debt that may be legally issued or supported by a security pledge, the level of debt should be analyzed in relation to the financial resources available to the university and its DSOs, on a consolidated basis, to meet debt service obligations and provide for operating the university.

An analysis of debt affordability should address the impact of existing and proposed debt levels on an issuer's operating budget and offer guidelines or ranges to policymakers for their use in allocating limited resources within the guidelines.

Debts That May Be Issued Without Board of Governors' Approval

University boards of trustees may authorize the state universities and their DSOs, as applicable, to engage in the following types of financings without Board approval:

- o Universities may finance the acquisition of equipment and software provided such financings are accomplished in accordance with the deferred-purchase provisions in Chapter 287, Florida Statutes.
- o DSOs may finance the acquisition of equipment and software financings provided the overall term of the financing, including any extension, renewal or refinancings, hereof, does not exceed five years or the estimated useful life of the equipment or software, whichever is shorter.
- o DSOs may issue promissory notes and grant conventional mortgages for the acquisition of real property, excluding student housing or any other facility that will compete with a university's existing auxiliary enterprise. However, no mortgage or note shall exceed 30 years.
- o University and DSO debt secured solely with gifts and donations and pledges of gifts so long as the maturity of the debt, including extensions, renewals and refundings, does not exceed five years and so long as the facilities being financed have been included in the university's five-year capital improvement plan that has been approved by the Board.
- o Refundings for debt service savings where final maturities are not extended, and the original financing was authorized by the Board of Governors.
- o Fully collateralized lines of credit intended to be used for temporary cash flow needs.
- o Energy Performance-Based Contracts, in accordance with the provisions of section 1013.23, Florida Statutes, not to exceed \$10,000,000.
- o Universities may borrow up to \$20,000,000 from a university DSO on a non-recourse basis to finance a capital project. The term of the borrowing may not exceed thirty (30) years, and the interest rate, if any, may not exceed current market interest rates. The university retains legal title to any capital project financed in whole or in part by such loan irrespective of whether the loan is repaid. The DSO is prohibited from transferring the note or any other instrument associated with the borrowing to any other entity.

III. GENERAL DEBT ISSUANCE GUIDELINES

Process for Submitting Debt for Approval

Timing. The submission of proposed debt for approval by the Board shall be governed by the following process¹:

- a) The university shall transmit to the Board Office a request for debt approval 90 days prior to the next regularly scheduled meeting of the Board. The university shall also provide a copy to the State Division of Bond Finance ("DBF"). The formal transmittal to the Board Office shall be in duplicate, hard copy, and bound in a three-ring binder, and include all the information required by these guidelines. Electronic copies of supporting documentation should be provided to the Board Office and the DBF, to the extent available. **The formal letter of transmission must be signed by the official point of contact for the university, and any expectations to these Debt Guidelines shall be noted and explained.** If the university board of trustees has not yet formally approved the debt being requested, the proposed board of trustees meeting date shall be provided.
- b) During the review period, the Board Office shall review the information submitted for compliance with these guidelines and state law, analyze general credit issues associated with the proposed indebtedness, and review any analysis provided by DBF staff.
- c) Board and DBF staff shall jointly discuss with the university or DSO any issues, concerns or suggestions resulting from the review during the review period. As a result of these discussions, the university may amend the information submitted or explain why the suggestions were not incorporated. The Board Office will advise the university if it believes that any amended information is so significant that re-authorization by the board of trustees and/or DSO is required. During this period, if the debt being requested for approval is to be issued by DBF on behalf of a state university, DBF shall submit to the Board Office a form of a resolution for adoption requesting that DBF issue the debt.
- d) After the review period, the Board Office shall submit the agenda item with supporting documentation and all appropriate and required analyses to the Board for consideration at its next meeting. Supporting documentation for the agenda item shall also include the resolution to be adopted by the Board

¹ Although not required, universities are encouraged to consult with the Board Office and the State Division of Bond Finance 30 days prior to formal approval of debt by the university board of trustees or the DSO, particularly for any debt with unusual features.

requesting issuance of the debt by DBF or a resolution approving issuance of the debt by the DSO.

Information Required for Submission. The following information shall be submitted to the Board Office in support of a request for approval of the issuance of debt. Additionally, the university or DSO shall complete the "Checklist of Information Required for Submission to the Board Pursuant to Debt Management Guidelines," and provide any additional information requested by the Board Office or DBF staff in connection with review of any proposed debt issuance.

- a) A resolution of the DSO board of directors approving the debt issuances, if applicable, and a resolution of the university board of trustees approving the debt issuance and authorizing the university to request Board approval of the debt issuance. For debt to be issued by DBF, at the request of the university, DBF staff will work with the university to determine a not-to-exceed amount of debt to be included in the board of trustees requesting resolution to the Board and in preparing required debt service and source-and-use schedules.
- b) The project program, feasibility studies or consultant reports (if available), and an explanation of how the project being proposed is consistent with the mission of the university.
- c) Estimated project cost, with schedules drawn by month and including start and completion dates, estimated useful life, and the date bond proceeds are required.
- d) The sources-and-uses of funds, clearly depicting all costs, funding sources expected to be used to complete the project and the estimated amount of the debt to be issued.
- e) An estimated debt service schedule with the assumed interest rate on the debt clearly disclosed. If the proposed debt service is not structured on a level debt service basis, an explanation shall be provided which gives the reason why it is desirable to deviate from a level debt structure.
- f) One consolidated debt service schedule separately showing all outstanding debt related to or impacting the debt being proposed, the proposed debt and the new estimated total debt service.
- g) A description of the security supporting the repayment of the proposed debt and the lien position the debt will have on that security. If the lien is junior to any other debt, the senior debt must be described. Furthermore, a description of why the debt is proposed to be issued on a junior lien basis must be provided. A statement citing the legal authority for the source of revenues securing repayment must also be provided.

- h) If debt is to be incurred on a parity basis with outstanding debt, a schedule showing estimated compliance with any additional bonds requirement set forth in the documents governing the outstanding debt. The applicable provisions of the documents for bonds of DSOs should be provided.
- i) Financial statements for five years, if available, for the auxiliary, if auxiliary revenues are pledged.
- j) A five-year history, if available, and five-year projection of the revenues securing payment and debt service coverage. To the extent applicable, the projections must be shown on the individual project as well as the entire system. All revenue items securing repayment must be clearly set forth as separate line items. An explanation must be provided with regard to growth assumptions, and to the amount and status of approval of any rate increases. The effect of the rate increases on the projections and expected revenues and expenses for the new facility should be clearly set forth as a separate line item. If rate increases are necessary, a commitment must be made to increase rates to the needed levels. Major categories of any operating expenses should be set forth as separate line items with an explanation of assumptions regarding increases or decreases.
- k) Evidence that the project is consistent with the university's master plan or a statement that the project is not required to be in the master plan.
- l) For variable rate debt proposals:
 - i) the expected reduction in total borrowing costs based on a comparison of fixed versus variable interest rates;
 - ii) a variable rate debt management plan that addresses liquidity and interest rate risks and provides, at a minimum: a description of budgetary controls, a description of liquidity arrangements, a discussion of why the amount of variable rate debt being proposed is appropriate, and a plan for hedging interest rate exposure. If interest rate risks are to be mitigated by the use of derivatives, then evidence that the counterparty has a long term rating of at least an A/A2 and a swap management plan as set forth in the Board's Debt Management Guidelines must be submitted;
 - iii) a pro forma showing the fiscal feasibility of the project using current market interest rates plus 200 basis points;
 - iv) the total amount of variable rate debt including the proposed debt as a percentage of the total amount of university and DSO debt outstanding; and

- v) the individual or position that will be responsible for the reporting requirements for variable rate debt as set forth in these guidelines.
- m) If all or any portion of the financing is contemplated to be done on a taxable basis, then evidence demonstrating that the issuance of taxable debt is in the best interest of the university must be submitted.
- n) A statement explaining whether legislative approval is required, and if required, an explanation as to when legislative approval will be sought or evidence that legislative approval has already been obtained.
- o) A statement that the debt issuance is in accordance with the university's debt management policy or, if not, an explanation of the specific variances as well as the reasons supporting the variances.
- p) If a request is made to employ a negotiated method of sale, an analysis must be provided supporting the selection of this method that includes a discussion of the factors set forth in section IV of these Guidelines.
- q) A description of the process used to select each professional engaged in the transaction, showing compliance with the competitive selection process required by these Guidelines. Specific contact information for each selected professional must be included and, at a minimum, should disclose the professional's name, firm name, address, email address, phone number and facsimile number.
- r) The most recent annual variable rate debt report.
- s) An analysis must be prepared and submitted which provides quantitative metrics justifying the need for the construction or acquisition of the project and explains why the project is essential to the university's core mission. There must also be a detailed assessment of private sector alternatives and a determination of whether the private sector can offer a comparable alternative at a lower cost. This information may be included as part of a project feasibility study or may be a stand-alone report.
- t) An analysis must be prepared which calculates the expected return on investment or internal rate of return for a revenue-generating project or another appropriate quantitative measure for a non-revenue generating project.

Approval. The Board will consider the following factors in connection with its review and approval of university or DSO debt issuance.

- a) The debt is to provide funding for needed infrastructure of the university for purposes consistent with the mission of the university.

- b) The debt is being issued in compliance with the principles and guidelines set forth herein.
- c) The project information submitted is reasonable and supportable.
- d) The five-year projection of pledged revenues available to pay debt service should provide debt service coverage of at least 1.20x for both outstanding parity debt and for the proposed new debt for all years within the five-year projection period after giving credit for any capitalized interest and other revenues available for payment.
- e) Any requirements for the issuance of additional parity debt can be reasonably expected to be met.

Purposes For Which Debt May Be Issued

Debt may be issued only to finance or refinance capital outlay projects as defined in these guidelines, including equipment and software; debt may not be approved to finance or refinance operating expenses of a university or a DSO.

Refunding bonds may be issued to achieve debt service savings. Refunding bonds may also be issued to restructure outstanding debt service or to revise provisions of Financing Documents if it can be demonstrated that the refunding is in the best interest of the university.

Committing University Resources for Debt Issued by Direct Support Organizations

There may be occasions where the university considers committing its financial resources on a long-term basis in support of debt issued by a DSO or other component unit. While the nature of the commitment may not constitute a legal debt obligation of the university, it may affect the university's debt position and its available financial resources. Therefore, the university should evaluate the long-term fiscal impact upon the university's debt position and available resources before authorizing any such financial commitment. Additionally, the debt of any DSO may not be secured by an agreement or contract with the university unless the source of payments under such agreement or contract is limited to revenues that the university is authorized to use for the payment of debt service. Any such contract or agreement shall also be subject to the requirements set forth under "Security Features - Pledged Revenues" herein.

Credit Quality and Ratings

In order to access the credit markets at the lowest possible borrowing cost, it is recognized that credit ratings are critical. The coordinated delivery of information related to the university and its DSOs is an essential component of credit management. Therefore, for all ~~publicly offered~~ debt:

- a) For existing bond programs, universities and DSOs shall strive to maintain or improve current credit ratings without adversely impacting the amount of debt which may be issued for any particular program.
- b) For all new financings, the university or DSO shall seek to structure the transaction to achieve a minimum rating of "A" from at least two nationally recognized rating agencies. Credit enhancement may be used to achieve this goal.
- c) Communications and other activities with rating agencies relating to credit ratings on university and DSO debt and activities relating to disclosure under Rule 15c2-12 of the Securities and Exchange Commission shall be conducted jointly between the university and/or DSO and the Board Office and DBF, under the management and coordination of the Board Office and DBF. The university or DSO must notify the Board Office and DBF in advance of any contact with a rating agency, such that the Board Office and DBF will have an adequate opportunity to prepare and participate. In addition, the university or DSO must promptly notify the Board Office and DBF when a rating agency requests to schedule surveillance calls, site visits, or other activities, or whenever any request for information is received, such that the Board Office and DBF will have an adequate opportunity to prepare and participate. The Board Office and DBF must be notified on the same day that a rating agency publishes their final rating action, should the final rating action not be provided directly to the Board Office and DBF. The Board Office and DBF will coordinate with the university and/or DSO on the appropriate level of engagement by the Board Office and DBF for any given call, draft report, site visit, etc., as determined by the Board Office and DBF. The Board Office and DBF must be copied on any communications between the university and/or the DSO and any rating agency. Each university and DSO must provide all information relating to credit ratings or disclosure to the Board Office and DBF and respond timely to requests from the Board Office and DBF for any information necessary to facilitate activities relating to credit ratings or appropriate disclosure.
- d) The Board Office will maintain a comprehensive listing of all university and DSO ratings.

Tax Status

The universities have traditionally issued tax exempt debt which results in significant interest cost savings compared with the interest cost on taxable debt. Accordingly, all university and DSO debt should be issued to take advantage of the exemption from federal income taxes unless the university demonstrates that the issuance of taxable debt is in the university's best interest. With respect to debt which has a management contract with a private entity as part of the security feature, the

management contract should comply, to the greatest extent practical, with tax law requirements to obtain tax exemption for the debt.

Security Features

Pledged Revenues. The debt issued by universities and their DSOs may only be secured by revenues (including fund balances and budget surpluses) authorized for such purpose. The revenues which may secure debt include the following:

- a) Activity and Service Fee, subject to the limitation that annual debt service payable from these fees does not exceed five percent of the revenues derived therefrom.
- b) Athletic Fee, subject to the limitation that annual debt service payable from these fees does not exceed five percent of the revenues derived therefrom.
- c) Health Fee.
- d) Transportation Access Fee.
- e) Hospital Revenue.
- f) Licenses and Royalties for facilities that are functionally related to the university operation or DSO reporting such royalties and licensing fees.
- g) Gifts and Donations for debt not longer than five years.
- h) Overhead and indirect costs and other monies not required for the payment of direct costs of grants.
- i) Assets of university foundations and DSOs and earnings thereon.
- j) Auxiliary Enterprise Revenues, e.g., housing, parking, food service, athletic, retail sales, research activities.

Revenues which are not enumerated above may not be pledged to secure debt unless authorized by law for such purpose. In the case of university-issued debt, the pledge of revenues which secures debt should specifically identify the sources pledged and not use general or vague terms such as "lawfully available revenues." Specifically identifying revenues used to secure debt will provide certainty and transparency as to the revenues that are encumbered and avoid ambiguity or uncertainty as to the issuer's legal liability and universities and their DSOs should take this into consideration when determining the nature of the security it will provide in connection with a debt issuance. The guidelines for pledging revenues and securing debt shall also apply to debt

structures which involve an agreement, contract or lease with a university or its DSOs, i.e., the revenues being pledged to secure debt must be specifically identified and lawfully available for such purpose. It is preferable, whenever possible, to secure debt with system pledges comprised of multiple facilities within a system, e.g., housing and parking, rather than stand-alone project finances.

Functional Relationships. Revenues from one auxiliary enterprise (a “Supporting Auxiliary Enterprise”) may not be used to secure debt of another auxiliary enterprise unless the Board, after review and analysis, determines that the facility being financed (the “Facility”) is functionally related to the Supporting Auxiliary Enterprise’s revenues being used to secure such debt. The Board must determine whether a functional relationship exists whenever revenues from a Supporting Auxiliary Enterprise will be used to pay or secure the debt of a Facility or when proceeds of bonds issued by a Supporting Auxiliary Enterprise will be used, directly or indirectly, to pay costs relating to a Facility. When a functional relationship is established between a Facility and a Supporting Auxiliary Enterprise, only that portion of the Supporting Auxiliary Enterprise’s revenues that exceed its operating requirements and debt service, if any, may be pledged to secure such debt; provided that such pledge may be on parity with outstanding debt if permitted by the covenants and conditions of the outstanding debt.

A functional relationship exists when a nexus is established between the Facility and the Supporting Auxiliary Enterprise’s revenues. Whether a Facility is functionally related to the Supporting Auxiliary Enterprise’s revenues must be determined on a case by case basis, taking into consideration the unique facts and circumstances surrounding each individual situation.

Examples of functional relationships include, but are not limited to, a parking facility intended to provide parking to residents of a student housing facility and located within reasonably close proximity to a student housing facility; a food services facility intended to serve residents of a student housing facility and located within reasonably close proximity to a student housing facility; or shared infrastructure (e.g. water lines, sewer lines, utilities, plaza areas) located within reasonably close proximity to both the Facility and the Supporting Auxiliary Enterprise. While representations that a Facility will provide general benefits to or enhance the experience of the student body are desirable, this factor alone is not determinative in and of itself to establish a functional relationship between the Facility and the Supporting Auxiliary Enterprise’s revenues.

Lien Status. All bonds of a particular program should be secured by a first lien on specified revenues. Additionally, bonds should generally be equally and ratably secured by the revenues pledged to the payment of any outstanding bonds of a particular bond program. However, the creation of a subordinate lien is permissible if a first lien is not available or circumstances require.

Reserve Fund. Debt service reserve requirements may be satisfied by a deposit of bond proceeds, purchase of a reserve fund credit facility, or funding from available

resources over a specified period of time. In the submission of a request for debt issuance, it is preferred, though not required, that the bond size for the proposed debt include provisions for funding a reserve from bond proceeds. This will ensure that in the event the university is unable to obtain a reserve fund credit facility it will still have an authorized bond amount sufficient to fund its needs. Debt service reserve requirements may also be satisfied with cash balances.

Credit Enhancement. Credit enhancement is used primarily to achieve interest cost savings. Accordingly, the state universities and their DSOs should consider the cost effectiveness of bond insurance or other credit enhancements when evaluating a debt issuance and the overall cost thereof. Any bond insurance or credit enhancement should be chosen through a competitive selection process analyzing the cost of the insurance or credit enhancement and the expected interest cost savings to result from their use. The primary determinant in selecting insurance or other credit enhancement should be price and expected interest cost savings; however, consideration may also be given to the terms of any arrangement with the provider of insurance or other credit enhancement.

Capitalized Interest. Capitalized interest from bond proceeds is used to pay debt service until a revenue producing project is completed or to manage cash flows for debt service in special circumstances. Because the use of capitalized interest increases the cost of the financing, it should only be used when necessary for the financial feasibility of the project.

Structural Features

Length of Maturity. In addition to any restriction on the final maturity imposed by the constitution or laws of the state, as a general guideline, the final maturity on bonds should not exceed thirty years.

Debt secured by gifts and donations shall not be considered long-term financing but may be used as a temporary or construction loan to accelerate construction of facilities. Accordingly, the maturity of debt secured by gifts and donations shall not exceed five years, including roll-overs or refinancings except refinancings to implement permanent financing. Debt issued to finance equipment and software may not be longer than five years or the useful life of the asset being financed, whichever is shorter. Lastly, the final maturity of the debt should not exceed the estimated useful life of the assets being financed.

Debt Service Structure. Generally, debt should be structured on a level debt basis, i.e., so that the annual debt service repayments will, as nearly as practicable, be the same in each year. A deviation from these preferences is permissible if it can be demonstrated to be in the university's best interest, such as restructuring debt to avoid a default and not to demonstrate feasibility of a particular project.

Redemption Prior to Maturity. A significant tool in structuring governmental bonds is the ability to make the bonds callable after a certain period of time has elapsed after issuance. This provides the advantage of enabling the issuer to achieve savings through the issuance of refunding bonds in the event interest rates decline. Although the ability to refund bonds for a savings is advantageous, there may be situations where a greater benefit of lower interest rates may be realized by issuing the bonds as non-callable. Accordingly, there is a strong preference that bonds issued by a university or DSO be structured with the least onerous call features as may be practical under then prevailing market conditions. Bonds of a particular issue may be sold as non-callable if it is shown to be in the best interest of the university or DSO.

Debt Issued With a Forward Delivery Date. Debt issued by a university or DSO may be issued with a delivery date significantly later than that which is usual and customary. This debt typically carries an interest rate penalty associated with the delay in delivery. There are also additional risks that delivery will not occur. Debt with a forward delivery date may be issued if the advantages outweigh the interest rate penalty which will be incurred and the university and DSO are protected from adverse consequences of a failure to deliver the debt.

Interest Accrual Features

Fixed Rate, Current Interest Debt. Fixed rate debt will continue to be the primary means of financing infrastructure and other capital needs. However, there may be circumstances where variable rate debt is more appropriate, in which case, the state university or DSO shall provide documentation as noted in these guidelines for such debt.

Derivatives. Alternative financing arrangements, generally referred to as derivatives, are available in the market as an alternative to traditional bonds. Under certain market conditions, the use of alternative financing arrangements may be more cost effective than the traditional fixed income markets. However, these alternative financing instruments, such as floating to fixed swap agreements, have characteristics and carry risks peculiar to the nature of the instrument which are different from those inherent in the typical fixed rate financing. Although the universities and their DSOs should normally continue issuing conventional fixed rate bonds, alternative financing instruments may be used when the inherent risks and additional costs are identified and proper provision is made to protect the Board, the university, and the DSO from such risks. In determining when to utilize alternative financing arrangements, the availability of the requisite technical expertise to properly execute the transaction and manage the associated risks should be evaluated along with any additional ongoing administrative costs of monitoring the transaction. Also, a comprehensive derivatives policy should be established by the university or their DSOs and approved by the Board prior to approving transactions using derivatives products.

Capital Appreciation Bonds. Normally capital appreciation bonds, which do not require current debt service payments, should not be used. However, when a compelling university interest is demonstrated, capital appreciation bonds may be issued.

Variable Rate Bonds. Variable rate debt may be issued where, considering the totality of the circumstances, such bonds can reasonably be expected to reduce the total borrowing cost to the university or the DSO over the term of the financing. The availability of the requisite technical expertise to properly manage the risks and execution of the variable rate transaction should be evaluated along with any additional ongoing administrative costs of monitoring the transaction. There should be a solid understanding of the liquidity risk and interest rate risks associated with variable rate debt. Further, there should be a debt management plan that mitigates, to the extent possible, these risks over the life of the debt. The following guidelines should apply to the issuance of variable rate debt:

- a) *Expected reduction in total borrowing cost.* In determining reasonably expected savings, a comparison should be made between a fixed rate financing at then current interest rates and a variable rate transaction, based on an appropriate floating rate index. The cost of the variable rate transaction should take into account all fees associated with the borrowing which would not typically be incurred in connection with fixed rate bonds, such as tender agent, remarketing agent, or liquidity provider fees.
- b) *Limitation on variable rate debt.* The amount of variable rate debt and interest derivative exposure is dependent on several factors associated with these types of debts. Included in the factors associated with these instruments are the university's/DSO's operating flexibility and tightness of budget, access to short and long term capital, the likelihood of a collateral call or termination payment, and the university's/DSO's financial expertise. The level to which universities may utilize variable rate debt obligations ("VRDO") and interest derivatives (like swaps, collars, and caps) is subject to an understanding of the risks associated and a debt policy that adequately addresses the additional risks.
- c) *Budgetary controls.* To avoid a situation in which debt service on variable rate bonds exceeds the annual amount budgeted, the following guidelines should be followed in establishing a variable rate debt service budget:
 - i) A principal amortization schedule should be established, with provisions made for payment of amortization installments in each respective annual budget;
 - ii) Provide for payment of interest for each budget year using an assumed budgetary interest rate which allows for fluctuations in interest rates on the bonds without exceeding the amount budgeted. The budgetary interest rate may be established by: (1) using an artificially high interest rate given

current market conditions; or (2) setting the rate based on the last 12 months actual rates of an appropriate index plus a 200 basis point cushion or spread to anticipate interest rate fluctuations during the budget year. The spread should be determined by considering the historical volatility of short-term interest rates, the dollar impact on the budget and current economic conditions and forecasts; or, (3) any other reasonable method determined by the university or DSO and approved by the Board;

- iii) The amount of debt service actually incurred in each budget year should be monitored monthly by the university or DSO to detect any significant deviations from the annual budgeted debt service. Any deviations in interest rates which might lead to a budgetary problem should be addressed immediately; and
 - iv) As part of the effort to monitor actual variable rate debt service in relation to the budgeted amounts and external benchmarks, the university or DSO should establish a system to monitor the performance of any service provider whose role it is to periodically reset the interest rates on the debt, i.e., the remarketing agent or auction agent.
- d) *Establish a hedge with short-term investments.* In determining the appropriate amount of variable rate debt which may be issued by the universities or their DSOs, consideration should be given to mitigating the variable interest rate risk by creating a hedge with short-term investments. This "hedge" mitigates the financial impact of debt service increases due to higher interest rates because, as debt service increases, the university's or DSO's earnings on short-term investments also increases. Appropriate personnel should monitor the hedge monthly. Short-term investment as a hedge is one of several methods of mitigating interest rate risk. The ratio of such short-term investments to variable debt needs to be examined in conjunction with other interest rate risk hedging, striking an overall balance to minimize interest rate risk.
- e) *Variable interest rate ceiling.* The bond documents should include an interest rate ceiling of no greater than 12%.
- f) *Mitigating interest rate risks with derivatives.* Universities and DSOs are allowed to use various derivatives to mitigate the risk of rising interest rates on variable rate debt. However, the introduction of these derivatives also presents other risks for which the university must mitigate. These risks include rollover risk, basis risk, tax event risk, termination risk, counterparty credit risk and collateral posting risk. At a minimum, a university/DSO engaging in this type of interest rate risk mitigation must provide:
- i) Evidence that the counterparty has a long term rating of at least an A/A2; and

- ii) A swap management plan that details the following:
 - a) Why the university is engaging in the swap and what the objectives of the swap are.
 - b) The swap counterparty's rating.
 - c) An understanding by the issuer of the cash flow projections that detail costs and benefits for the swap.
 - d) The plan of action addressing the aforementioned risks associated with swaps.
 - e) The events that trigger an early termination (both voluntary and involuntary) under the swap documents, the cost of this event and how such would be paid.
 - f) The method for rehedging variable rate exposure should early termination be exercised.
 - g) A list of key personnel involved in monitoring the terms of the swap and counterparty credit worthiness.

- g) *Liquidity.* One of the features typical of variable rate debt instruments is the bondholder's right to require the issuer to repurchase the debt at various times and under certain conditions. This, in theory, could force the issuer to repurchase large amounts of its variable rate debt on short notice, requiring access to large amounts of liquid assets. There are generally two methods for addressing this issue. With the first method, issuers that do not have large amounts of liquid assets may establish a liquidity facility with a financial institution which will provide the money needed to satisfy the repurchase. The liquidity provider should have a rating of A1/P1 or higher. The liquidity agreement does not typically run for the life of long-term debt. Accordingly, there is a risk that the provider will not renew the agreement or that it could be renewed only at substantially higher cost. Similar issues may arise if the liquidity provider encounters credit problems or an event occurs which results in early termination of the liquidity arrangement; in either case the issuer must arrange for a replacement liquidity facility. With the second method, issuers with significant resources may choose to provide their own liquidity. This approach eliminates the costs that would be charged by a third party liquidity provider and could mitigate the renewal/replacement risk. If a university/DSO chose to provide its own liquidity, the institution must maintain liquid assets or facilities equal to 100% of the outstanding VRDOs.

- h) *Submission of periodic reports.* By November 30th of each year, the university will prepare and submit to the board of trustees and the Board an annual variable rate debt report showing the position during the previous period of the university or DSO variable rate debt with respect to the following measures:
- i) the total principal amount of variable rate debt to principal amount of total debt;
 - ii) the amount of debt service accrued during the reporting period in relation to the pro-rata amount of annual budgeted debt service for the reporting period. If the amount of debt service which accrued during the reporting period exceeded the pro-rata amount of annual budgeted debt service for the period, the university shall explain what actions were taken to assure that there would be sufficient revenues and budget authority to make timely payments of debt service during the subsequent years; and
 - iii) the amount of variable rate debt in relation to the amount of the university's and/or DSO's short-term investments, and any other strategies used to hedge interest rate risk.

Other Types of Financings

Refunding Bonds. Generally, refunding bonds are issued to achieve debt service savings by redeeming high interest rate debt with lower interest rate debt. Refunding bonds may also be issued to restructure debt or modify covenants contained in the bond documents. Current tax law limits to one time the issuance of tax-exempt advance refunding bonds to refinance bonds issued after 1986. There is no similar limitation for tax-exempt current refunding bonds. The following guidelines should apply to the issuance of refunding bonds, unless circumstances warrant a deviation therefrom:

- a) Refunding bonds should be structured to achieve level annual debt service savings.
- b) The life of the refunding bonds should not exceed the remaining life of the bonds being refunded.
- c) Advance refunding bonds issued to achieve debt service savings should have a minimum target savings level measured on a present value basis equal to 5% of the par amount of the bonds being advance refunded. The 5% minimum target savings level for advance refundings should be used as a general guide to guard against prematurely using the one advance refunding opportunity for post-1986 bond issues. However, because of the numerous considerations involved in the sale of advance refunding bonds, the 5% target should not prohibit advance refundings when the circumstances justify a deviation from the guideline.

- d) Refunding bonds which do not achieve debt service savings may be issued to restructure debt or provisions of bond documents if such refunding serves a compelling university interest.

Certificates of Participation and Lease-Type Financing. The universities or their DSOs may utilize these financing structures for all purposes, but it shall be considered as debt for the purposes of these guidelines and the universities shall always budget and make available monies necessary to pay debt service, notwithstanding the right to cancel the lease. Additionally, for lease purchase financings of equipment, universities and DSOs should consider using the state's consolidated equipment financing program if it will reduce costs and ensure a market interest rate on the financing.

Conversions of existing variable rate debt. A conversion between interest rate modes pursuant to the provisions of variable rate financing documents does not require Board approval. However, ten days prior to the conversion, the universities or their DSOs must notify the Board Office of a conversion and provide a summary of the terms of (i.e. interest rate, debt service schedule, etc.) and reasons for the conversion. The universities and DSOs should answer all questions and provide any additional information that Board staff deem necessary to fully understand the conversion.

IV. METHOD OF SALE AND USE OF PROFESSIONALS

Analysis of Method of Sale

It is in the best interests of the universities and their DSOs to use the method of sale for their debt that is expected to achieve the best sale results. Based upon the facts and circumstances with regard to each individual financing, it may be more appropriate to sell debt through either a competitive sale or through negotiation. Accordingly, the universities and their DSOs may utilize either a competitive or negotiated sale. If, however, a request is made for a DSO to sell debt using a negotiated sale, the university must provide the Board with an analysis showing that a negotiated sale is desirable. The analysis should include, but not necessarily be limited to, a consideration of the following factors:

- a) Debt Structure
 - i) pledged revenues – strong revenue stream vs. limited revenue base;
 - ii) security structure – conventional resolution, cash flow, rate and coverage covenants vs. unusual or weak covenants;
 - iii) debt instrument – traditional serial and term bonds vs. innovative, complex issues requiring special marketing; and

- iv) size – a smaller transaction of a size which can be comfortably managed by the market vs. a large size which the market cannot readily handle.
- b) Credit Quality
 - i) ratings – “A” or better vs. below single “A”; and
 - ii) outlook – stable vs. uncertain.
- c) Issuer
 - i) type of organization – well-known, general purpose vs. special purpose, independent authority;
 - ii) frequency of issuance – regular borrower vs. new or infrequent borrower; and
 - iii) market awareness – active secondary market vs. little or no institutional awareness.
- d) Market
 - i) interest rates – stable; predictable vs. volatile;
 - ii) supply and demand – strong investor demand, good liquidity vs. oversold, heavy supply; and
 - iii) changes in law – none vs. recent or anticipated

Bonds may also be sold through a private or limited placement, but only if it is determined that a public offering through either a competitive or negotiated sale is not in the best interests of the university or DSO.

Allocation of Bonds

In the event a negotiated sale by a DSO is determined by the university to be in the university’s best interest, syndicate rules shall be established which foster competition among the syndicate members and ensure that all members of the syndicate have an opportunity to receive a fair and proper allocation of bonds based upon their ability to sell the bonds.

Report on Sale of Bonds

The university or DSO shall prepare a report on the sale of bonds or anytime it incurs debt. The report shall be prepared and provided to the Board as soon as practicable but in no event later than one month after closing the transaction, in the format and manner provided by the Board, which at a minimum shall include the following:

- a) The amount of the debt.
- b) The interest rate on the debt.
- c) A final debt service schedule or estimated debt service schedule if a variable rate debt or the interest rate is subject to adjustment.
- d) Any aspect of the transaction that was different from the transaction submitted for approval.
- e) Itemized list of all fees and expenses incurred on the transaction, including legal fees.
- f) For negotiated sale of bonds:
 - i) the underwriters' spread detailing the management fee;
 - ii) takedown by maturity and aggregate takedown;
 - iii) any risk component and an itemized list of the expense component;
 - iv) orders placed by each underwriter and final bond allocation;
 - v) total compensation received by each underwriter; and
 - vi) any report or opinion of the financial advisor.
- g) Final official statement for publicly offered bonds.
- h) Bond insurance or any other form of credit enhancement and the terms thereof.
- i) Credit rating reports.

For any project financing approved by the Board on or after November 7, 2012, the university or DSO shall prepare an annual report to the Board and the Division of Bond Finance which updates information provided for the initial approval of the project. The report shall include information relating to the return on investment or

internal rate of return for a revenue-generating project or another appropriate quantitative measure for a non-revenue generating project, and any other information as may be required. The format and specific timeframe for reporting shall be as specified by the Chancellor. However, the initial annual report shall be filed no later than November 30 after the project has been placed in service for one full fiscal year.

Selection of Financing Professionals

The use of underwriters for negotiated financings and the use of financial advisors for negotiated and competitive offerings is necessary to assist in the proper structuring and sale of debt. To assure fairness and objectivity in the selection of professionals and to help select the most qualified professional, the selection of underwriters and financial advisors should be accomplished through a competitive selection process. A competitive selection process allows the universities and their DSOs to compare more professionals and obtain the best price and level of service.

V. DISCLOSURE

Primary Disclosure

Universities and DSOs shall use best practices in preparing disclosure documents in connection with the public offer and sale of debt so that accurate and complete financial and operating information needed by the markets to assess the credit quality and risks of each particular debt issue is provided.

The disclosure recommendations of the Government Finance Officers Association's "Disclosure for State and Local Governments Securities," and the National Federation of Municipal Analysts' "Recommended Best Practices in Disclosure for Private Colleges and Universities" should be followed to the extent practicable, specifically including the recommendation that financial statements be prepared and presented according to generally accepted accounting principles.

Continuing Disclosure

DSOs shall fulfill all continuing disclosure requirements set forth in the transaction documents and as required under Rule 15c2-12 of the Securities and Exchange Commission.

VI. POST-ISSUANCE CONSIDERATIONS

Investment of Proceeds of Debt Issued by DSOs

Construction Funds. Funds held for payment of debt service and all other funds held as required by the documents of any financing shall be invested consistent with the terms of the Financing Documents.

Arbitrage Compliance

The university will comply with federal arbitrage regulations. Any arbitrage rebate liabilities should be calculated and funded annually.

Subsequent Events and Amendments

The DBF and Board Office shall be timely notified of any proposed changes in the terms or conditions of debt issued by a University or DSO. No material changes shall be made without specific Board authorization, which may include items such, but not limited to:

- Extending maturities
- Changes in bond covenants
- Changes in pledged revenues
- Debt acceleration
- Cross default
- Changes to remedies provided to investors
- Variable rate refundings
- Other actions that may reduce debt service coverage or credit ratings

VII. EFFECT

The foregoing guidelines shall be effective immediately and may be modified from time to time by the Board as circumstances warrant. The guidelines are intended to apply ~~prospectively~~ to all university and DSO debt, and not to adversely affect any university or DSO debt currently outstanding or projects approved by the Board or board of trustees prior to, or existing, as of January 26, 2006.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 4-27-06, Amended 9-16-10, Amended 11-21-13.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 23, 2016**

SUBJECT: Sightlines Update

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Ten of the 12 state universities have invested in Sightlines software for facilities benchmarking, capital planning, space management, and campus sustainability. The vendor is in the process of visiting each campus and collecting data. Once completed the Board Office will have access, through a web dashboard, to all of the data as compiled and benchmarked against similar university systems in other states.

As part of this service, Sightlines has agreed to provide a monthly progress report.

Supporting Documentation Included: Start-Up Progress Report May 25, 2016

Facilitators/Presenters: Mr. Chris Kinsley

Start-Up Progress Report FLBOG May 25, 2016

	Initial Contact	Data Collection Visit	Data Qualification	Campus Presentation	Current % of Data Collected	Data Collection Visit Status	Data Qualification Meeting Status	Presentation Status	Notes
15 FMB&A E&G Renewal U Florida	9/29/2015	10/15/2015	11/10/2015	2/10/2016	100%	Complete	Complete	Complete	Complete.
15 FMB&A Renewal HSC U Florida	8/12/2015	10/15/2015	11/10/2015	2/11/2016	100%	Complete	Complete	Complete	Complete.
15 FMBA Renewal - Florida State University	6/11/2015	8/27/2015	10/6/2015	12/11/2015	100%	Complete	Complete	Complete	Complete.
15 ROPA+ Startup Florida A&M University	1/20/2016	2/22/2016	4/19/2016		85%	Complete	Complete	Outstanding	Project remains on track. Capital progress has been made. Tentatively sheduled presentation: 6/14.
15 ROPA+ Start Up Florida Atlantic University	4/29/2016	5/31/2016			50%	Scheduled	Outstanding	Outstanding	Have received a bulk of the data. Data Collection visit scheduled for June 1st. Qualification and Prelim presentation TBD on June 1st.
15 ROPA+ Start-Up Florida Gulf Coast University	1/6/2016	2/23/2016	3/23/2016	4/28/2016	100%	Complete	Complete	Complete	Preliminary Presentation Complete.
15 ROPA+ Start Up Florida International U	3/7/2016	5/26/2016			70%	Scheduled	Outstanding	Outstanding	Have received a bulk of the data. Data Collection visit scheduled for May 26th. Qualification and Prelim presentation TBD on June 1st.
15 ROPA+ Start Up Three Campuses U South Florida	1/12/2016	3/28/2016	4/26/2016	6/7/2016	95%	Complete	Complete	Scheduled	Project on track - presentation scheduled for early June.
15 ROPA+ Start Up U North Florida	1/7/2016	3/8/2016	4/19/2016	5/26/2016	100%	Complete	Complete	Scheduled	Presentation scheduled for this week - project on track.
15 ROPA+ Start Up U West Florida	1/7/2016	2/15/2016	3/22/2016	4/20/2016	100%	Complete	Complete	Complete	Preliminary Presentation Complete.
15 ROPA+ Upgrade Renewal U Central Florida	9/10/2015	4/19/2016	5/30/2016		100%	Complete	Scheduled	Outstanding	Expected qualification by end of May.

Florida FY15 Renewal & Startup Progress





STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Board of Governors Meeting
Grand Ballroom
FAIRWINDS Alumni Center
University of Central Florida
12676 Gemini Boulevard, North
Orlando, Florida 32816
June 23, 2016
10:45 a.m. - 12:15 p.m.
or
Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Remarks** **Chair Tom Kuntz**
2. **Minutes of Board of Governors Meetings** **Chair Kuntz**
 - Minutes, March 17, 2016
 - Minutes, April 22, 2016
 - Minutes, May 12, 2016
3. **Chancellor's Report** **Chancellor Marshall M. Criser III**
4. **Think Florida** **Chair Kuntz**
5. **Public Comment** **Chair Kuntz**
6. **Confirmation of Reappointment of the President for the University of Central Florida** **Chair Kuntz**
*Mr. Marcos Marchena
Chair, UCF Board of Trustees*
7. **Confirmation of Reappointment of the President for New College of Florida** **Chair Kuntz**
*Mr. Keith Monda
Chair, NCF Board of Trustees*

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| 8. | Amendments to the Amended and Restated Articles of Incorporation and Bylaws of the University of South Florida Health Sciences Center Insurance Co., Inc. | Ms. Vikki Shirley
<i>General Counsel</i>
<i>Board of Governors</i> |
| 9. | Public Notice of Intent to Amend Board of Governors Regulation 1.001 University Board of Trustees Powers and Duties | Ms. Shirley |
| 10. | Public Notice of Intent to Approve Board of Governors Regulation 1.002 Presidential Search and Selection | Governor Ned Lautenbach |
| 11. | Strategic Planning Committee Report
• 2016-2017 University Work Plans | Governor Dean Colson |
| 12. | Select Committee on Florida Polytechnic University Report | Governor Wendy Link |
| 13. | Budget and Finance Committee Report
• Public Notice of Intent to Approve Board of Governors Regulation 7.008 Waivers and Exemptions of Tuition and Fees
• Performance-Based Funding Allocation
• 2017-2018 Legislative Budget Request Guidelines
• Board of Governors Regulations
○ Public Notice of Intent to Amend Regulation 7.001 Tuition and Associated Fees
○ Public Notice of Intent to Amend Regulation 7.003 Fees, Fines and Penalties
○ Public Notice of Intent to Amend Regulation 7.008 Waivers and Exemptions of Tuition and Fees
○ Public Notice of Intent to Amend Regulation 9.007 State University Operating Budgets
○ Public Notice of Intent to Create Regulation 5.001 Performance-Based Funding
○ Public Notice of Intent to Create Regulation 7.007 Latin American and Caribbean Scholarship Eligibility
• Market Tuition Rate Program | Governor Ned Lautenbach |
| 14. | Innovation and Online Committee Report | Governor Lautenbach |
| 15. | Report on May 12, 2016 Joint FAC-IOC Meeting | Governor Lautenbach
Governor H. Wayne Huizenga, Jr. |

- 16. Audit and Compliance Committee Report** **Governor Levine**
- Office of Inspector General and Director of Compliance 2016-2017 Work Plan
- 17. Academic and Student Affairs Committee Report** **Governor Norman Tripp**
- Academic Program Items
 - Exception to 120 Credit Hours for the Bachelor of Science in Dietetics and Nutrition (CIP 51.3101), Florida International University
 - Exception to 120 Credit Hours for the Bachelor of Science in Mechanical Engineering (CIP 14.1901), University of West Florida
 - Ph.D. in Human-Centered Computing (CIP 11.0104), University of Florida
 - Ph.D. in Youth Development and Family Sciences (CIP 19.0707), University of Florida
 - Ph.D. in Behavioral and Community Sciences (CIP 51.2212), University of South Florida
 - Ph.D. Linguistics and Applied Language Studies (CIP 16.0102), University of South Florida
 - Board of Governors Regulations
 - Public Notice of Intent to Amend Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings
 - Public Notice of Intent to Amend Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments
 - Public Notice of Intent to Amend Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirements
 - Public Notice of Intent to Approve Regulation 6.009 Admission of International Students to State University System Institutions
- 18. Health Initiatives Committee Report** **Governor Ed Morton**
- 19. Select Committee on 2+2 Articulation Report** **Governor Alan Levine**
- 20. Facilities Committee Report** **Governor Huizenga**
- 2017-2018 SUS Fixed Capital Outlay Legislative Budget Request Guidelines
 - 2016-2017 Capital Improvement Trust Fund Project Allocations
 - University of Central Florida Educational Plant Survey Validation
 - Florida Atlantic University Educational Plant Survey Validation
- 21. Presidential Search Reports**
- University of West Florida
 - Florida Gulf Coast University
- Governor Daniel Doyle, Jr.
Governor Morton
- 22. Concluding Remarks and Adjournment** **Chair Kuntz**

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**

June 23, 2016

SUBJECT: Chair's Report to the Board of Governors and Opening Remarks

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Tom Kuntz, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Tom Kuntz

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

June 23, 2016

SUBJECT: Minutes of Board of Governors Meetings held March 17, 2016; April 22, 2016; and May 12, 2016

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meetings held on March 17, 2016 at the University of West Florida; April 22, 2016 via telephone conference call; and May 12, 2016 at Florida Gulf Coast University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meetings held on March 17, 2016 at the University of West Florida; April 22, 2016 via telephone conference call; and May 12, 2016 at Florida Gulf Coast University.

Supporting Documentation Included: Minutes: March 17, 2016; April 22, 2016; and May 12, 2016

Facilitators/Presenters: Chair Tom Kuntz

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
UNIVERSITY OF WEST FLORIDA
UNIVERSITY CONFERENCE CENTER
PENSACOLA, FLORIDA
MARCH 17, 2016

*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: FLORIDA BOARD OF GOVERNORS

MARCH 17, 2016

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
UNIVERSITY OF WEST FLORIDA
UNIVERSITY CONFERENCE CENTER
PENSACOLA, FLORIDA
MARCH 17, 2016

1. Call to Order and Chair's Remarks

Chair Tom Kuntz convened the meeting at 10:54 a.m., on March 17, 2016, with the following members present: Vice Chair Ned Lautenbach; Dick Beard; Dean Colson; Patricia Frost; Tonnnette Graham; H. Wayne Huizenga, Jr.; Alan Levine; Wendy Link; Katherine Robinson; and Norman Tripp. Daniel Doyle, Jr.; Pam Stewart; and Fernando Valverde participated in the meeting by phone.

Chair Kuntz thanked Chair Bear and President Bense for hosting the meeting and their hospitality, stating that much goes on behind the scenes to host a Board of Governors meeting. He called on Chair Bear and President Bense for remarks. President Bense said she knows Pensacola is hard to get to but she's happy to host the Board and glad to have us on campus. Chair Bear echoed President Bense's remarks.

Chair Kuntz reported he was pleased at the level of support by the Florida Legislature for the Board's performance funding model. The Legislature passed House Bill 7029 which, if signed by the Governor, will codify the performance funding model. He thanked Mr. Hosseini for his time and effort in advocating for this landmark legislation.

He stated performance funding really works and congratulated President Kelly, Chair Barbar, and Florida Atlantic University for the university's improvements in student outcomes. Florida Atlantic University went from having to submit a performance improvement plan to scoring the highest number of points of any institution this year on the model. Florida Atlantic University moved the needle on its six-year graduation rate and its second-year retention rates.

Chair Kuntz also thanked Governor Scott, Senate President Gardiner, and House Speaker Crisafulli, and members of the Florida House of Representatives and Florida Senate for their support of the State University System budget. Once signed, the budget will provide \$75 million of new money for performance funding, bringing the total state investment of new money to \$225 million for next year. It also allocates \$275 million of university base funding to performance funding for a total of \$500 million. Chair Kuntz noted this represents significant support from legislative leadership and confidence in the model.

MINUTES: FLORIDA BOARD OF GOVERNORS

MARCH 17, 2016

He said the budget also includes \$30 million in new funding for our two preeminent institutions as well as those institutions the Board may designate as being emerging preeminent institutions. A state university that meets six of the twelve requirements for preeminent institutions can be designated as an emerging preeminent institution and will have to submit a five-year benchmark plan to the Board with target rankings on key metrics for national excellence.

Chair Kuntz explained the budget includes PECO funding for renovation and repair in the amount of \$61.8 million and \$35 million in capital improvement trust funds. Additionally, the budget includes over \$168 million for specific university projects, including the University of Central Florida project the Board considered two weeks ago. He thanked Chancellor Criser and his staff for their hard work during session.

Next, he highlighted two of the key findings from the Annual Accountability Report. For the second year in a row, the State University System six-year graduation rate is ranked 1st compared to public universities in the ten largest states. Moreover, the number of STEM degrees at the baccalaureate level has grown by 30% over the last five years. Both of these measures are part of the performance funding model and he is pleased to see the System moving in the right direction. He also noted we are close to catching Pennsylvania in research expenditures and with renewed focus and collaboration on research, we can surpass Pennsylvania and set our sights on Michigan, which is currently ranked 3rd. Finally, he thanked Dr. Ignash and her staff for their efforts in compiling such a detailed report and for assisting members with understanding the report.

2. Minutes of Board of Governors Meeting

A. Board of Governors Meeting held January 21, 2016

Mr. Lautenbach moved approval of the Minutes of the meeting held on January 21, 2016, as presented. Mr. Tripp seconded the motion, and the members concurred unanimously.

3. Chancellor's Report

Chancellor Criser reported the Governor's Access and Affordability legislation, which was supported by the State University System and the Florida College System, passed this session. He stated we will be working to implement the new law so our students better understand the cost of attendance and their alternatives with regard to textbooks. In addition, the performance funding bill passed, which includes some administrative

MINUTES: FLORIDA BOARD OF GOVERNORS

MARCH 17, 2016

procedures relating to university boards of trustees that we will implement through regulation.

Chancellor Criser explained we are working with Enterprise Florida to develop outreach materials to educate businesses on the talent resources in our state and the ability of our institutions to respond to their research needs. He participated with the Florida Chamber of Commerce in a webinar targeted to 70 businesses. The webinar provided the opportunity to make Florida employers aware of what we are doing and to hear from them how we can better position graduates to meet workforce needs.

He reported the University of South Florida will host a STEM Summit on March 31, 2016 with a statewide focus on STEM in the context of the Florida workforce. Governor Scott's Degrees to Jobs Summit will be held on May 25 and 26 and we are working with them on the agenda and hope to have the opportunity to combine that meeting with a trustee orientation.

Finally, he reported Mr. Levine has become the new chair of the Higher Education Coordinating Council and Mr. Ken Burke succeeded Chancellor Criser as the new vice chair of the Council.

4. Think Florida

For this meeting's "Think Florida" segment, Chair Kuntz said we are highlighting the partnership between the University of West Florida and the Navy Federal Credit Union (Navy Federal), which has been named one of the "Top 100 Companies to Work For" by Fortune Magazine. He called on President Bense to introduce Dr. Timothy O'Keefe, Dean of the College of Business. President Bense indicated the partnership between UWF and Navy Federal exemplifies the power of collaboration and she introduced Dr. Timothy O'Keefe. Dr. O'Keefe described Navy Federal as the largest credit union in the world and a primary driver of economic development for their area. He explained UWF provides continuing education opportunities for their employees and during a recent reaccreditation visit by the Southern Association of Colleges and Schools (SACS), the Navy Federal complex was treated as a branch campus by SACS due to the level and quality of the programmatic activities occurring at that location.

Dr. O'Keefe then introduced Ms. Regina Davis, the manager of Learning and Development at Navy Federal. Ms. Davis has 25 years of experience in leadership and management and is a graduate of UWF's Information Technology Program. Ms. Davis noted Navy Federal recognizes the importance of education opportunities and provides their employees with \$5250 of educational assistance annually. She played a brief video that described Navy Federal's history. She said the partnership began in 2008 so UWF could offer onsite college classes to Navy Federal employees. The partnership started

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with a certificate program in Management Development and now includes three additional for-credit certificate programs in Human Resources Development, Financial Institutions, and Graduate Business Foundations, and one not-for-credit course in Financial Foundations. Enrollment has grown by 400%, with 127 undergraduate certificates, 9 graduate certificates, and 125 not-for-credit certificates being awarded.

Navy Federal also participates in an internship program with UWF, providing numerous UWF students with internship opportunities. Ms. Davis indicated that approximately 70% of those interns converted to full-time employment and she looks forward to the continued success of the partnership.

5. Public Comment

Chair Kuntz asked the Board's General Counsel Vikki Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated no requests for public comment had been received.

6. Confirmation of Reappointment of the President for the University of South Florida

Chair Kuntz said one of the Board's most important duties is the confirmation of university presidents, which includes both new presidents and any extensions of the contracts for sitting presidents. On March 3, 2016, the Board of Trustees of the University of South Florida unanimously reappointed Dr. Genshaft to serve as the President of USF. The reappointment will extend her contract through June 30, 2017. Mr. Mullis, the chair of the USF Board of Trustees, submitted a request for confirmation of Dr. Genshaft's reappointment and that request, along with highlights of her accomplishments and a summary of key contract terms, are included in the agenda. Chair Kuntz called on Mr. Mullis to present Dr. Genshaft for confirmation of her reappointment.

Mr. Mullis noted one of the most important responsibilities of the board of trustees is to ensure they have the right person serving as president of the USF system. When Dr. Genshaft was hired 15 years ago, there was the expectation that she was the right person, but not certainty. He stated her remarkable performance over the past 15 years provides that certainty. Dr. Genshaft's energy, vision, and insistence on performance and accountability are focused on the USF Tampa campus becoming an emerging preeminent institution and to the continuing development of the USF system. Mr. Mullis explained he worked with Board of Governors staff and leadership to structure a contract that complies with the Board's guidance. He said Dr. Genshaft enjoys the

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strong and unanimous support of the USF Board of Trustees and he asked for confirmation of her reappointment as President of USF.

Dr. Genshaft stated it is a privilege to lead such a great system and a great institution. She noted they have only just begun and it is very exciting. Chair Kuntz emphasized two points. The first being that the one-year term of her contract is consistent with the direction the Board is taking on renewals and secondly, he felt it worthy to note that 32% of her compensation was at risk based upon her performance. Mr. Colson moved to confirm Dr. Genshaft's appointment as President of the University of South Florida. Mr. Lautenbach seconded the motion and the members concurred unanimously. Chair Kuntz commended the Chair and Vice Chair of the USF Board of Trustees for their leadership, noting the USF Board exemplifies the spirit of cooperation in working with the Board and the Chancellor.

7. Health Initiatives Committee Report

Chair Kuntz recognized Dr. Valverde for the Health Initiatives Committee Report. Dr. Valverde said the Committee approved a Strategic Plan for Health at its January meeting and subsequently held a workshop on February 11th at the University of South Florida with the Committee's advisory group.

a. Board of Governors 2016 Strategic Plan for Health Initiatives

Dr. Valverde explained the Strategic Plan for Health Initiatives outlines strategies for addressing two goals: to meet Florida's health workforce needs by providing more physicians and nurses to serve our growing population, and to increase the competitiveness of the State University System's health-related research.

At the workshop, the Committee heard presentations on three of the strategies outlined in the plan. Dr. Mike Good from the University of Florida's College of Medicine presented an overview of graduate medical education, or residency programs, in the state, which included:

- a) Estimates of how many additional residency positions are necessary to meet the future demand. Dr. Good estimated 500 positions are needed to meet the growth in medical school graduates in the near future and approximately 3,350 more residency positions to meet the average national ratio of medical residents per 100,000 in state population.
- b) An estimate of the cost of starting a residency program and the on-going costs of each position. The start-up cost for 3 years of a residency program was estimated to be \$8 million, with an average cost per resident of \$70,000 to \$100,000.

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- c) The benefits of a grant program that covers residency program start-up costs, supports consortium arrangements, and facilitates innovative programs in shortage areas determined by geographic location or specialty area.

Also in support of the workforce goal, he stated Dean Dianne Morrison-Beedy from the University of South Florida's College of Nursing reviewed the challenges SUS institution nursing programs have due to a national shortage of nursing faculty, and obstacles in recruiting and retaining nursing faculty due to the highly competitive environment. She described numerous initiatives and strategies utilized by USF's Institute for Nursing Faculty Recruitment, Retention, and Mentoring, many of which could be implemented across the system in the near term with support from a grant program. Dr. Morrison-Beedy's presentation also included budget estimates associated with scaling several best-practice initiatives across the system with estimates at the low, middle, and high end.

Dr. Valverde said the third presentation targeted the Strategic Plan's goal of increasing the competitiveness of the System's health-related research. Dr. M.J. Soileau, Vice President for Research and Commercialization at the University of Central Florida, explained the potential of establishing a matching grant program for university and business research partnerships by building upon the federal Small Business Innovation Research/Small Business Technology Transfer model. This model is currently used by the Florida High-Tech Corridor and proven to be an effective incentive for research collaboration and for bringing additional federal research dollars into the state.

Dr. Valverde said before the Committee moves forward on the grant programs and pursuing funding to support implementation of the Strategic Plan, approval of the 2016 Strategic Plan for Health Initiatives is needed. Dr. Valverde moved approval, which was seconded by Mr. Beard and approved by the members unanimously.

8. Academic and Student Affairs Committee Report

Chair Kuntz recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp stated there were several items requiring Board approval. In addition to the action items, Mr. Tripp reported the Committee discussed efforts to raise the research profile of the State University System and approved a two-year plan that focuses on recruiting and retaining star faculty and graduate students, and securing state-of-the-art facilities for research. The Committee also heard from Mr. Levine regarding the status of civics education. Mr. Tripp reported the provosts discussed the issue and will report back at a later meeting.

A. Academic Program Items

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- a. Limited Access Status, Bachelor of Fine Arts in Art, CIP 50.0702, Florida International University

Mr. Tripp reported the Committee considered a request for limited access status from Florida International University for its Bachelor of Fine Arts in Art program. Limited access is being sought because faculty and space resources are limited and a portfolio review is required to ensure students have the requisite skills and talent to be successful in the program.

Mr. Tripp moved approval of Limited Access Status for the Bachelor of Fine Arts in Art (CIP 50.0702) at Florida International University. Mr. Beard seconded the motion, and the members concurred unanimously.

- b. Limited Access Status, Bachelor of Public Health, CIP 51.2201, University of Florida

Mr. Tripp reported the Committee considered a request for limited access status from the University of Florida for its Bachelor of Public Health program. Limited access is being sought because the number of qualified applicants exceeds the program's resources and capacity, and higher academic achievement has proven necessary to be successful in the program.

Mr. Tripp moved approval of Limited Access Status for the Bachelor of Public Health (CIP 51.2201) at the University of Florida. Mr. Colson seconded the motion, and the members concurred unanimously.

B. Board of Governors Regulations

- a. Public Notice of Intent to Amend Board of Governors Regulation 6.009 Admission of International Students to SUS Institutions

Mr. Tripp moved approval of the public notice of intent to amend Board of Regulation 6.009, Admission of International Students to SUS Institutions. Mr. Colson seconded the motion, and the members concurred unanimously.

9. Budget and Finance Committee Report

Chair Kuntz recognized Mr. Lautenbach for the Budget and Finance Committee report. Mr. Lautenbach reported the committee had several items requiring Board approval.

- A. Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2016-2017 Operating Budgets

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Mr. Lautenbach moved to approve the Estimated 2016-2017 Operating Budgets for Auxiliary Facilities that have Bond Covenants requiring Board approval. Mr. Tripp seconded the motion, and the members concurred unanimously.

B. Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees

Mr. Lautenbach moved approval of the public notice of intent to amend Board of Regulation 7.008 Waivers and Exemptions of Tuition and Fees. Mr. Tripp seconded the motion, and the members concurred unanimously.

C. Establishment of Board of Governors Regulation 9.006 Remuneration of
University Presidents and Administrative Employees

Mr. Lautenbach moved approval of the establishment of Board of Governors Regulation 9.006 Remuneration of University Presidents and Administrative Employees. This regulation was noticed for thirty days and no public comments were received. Mr. Tripp seconded the motion, and the members concurred unanimously.

10. Strategic Planning Committee Report

Chair Kuntz called on Mr. Colson for the Strategic Planning Committee report. Mr. Colson stated the Committee took up two items for approval.

A. State University System 2014-2015 Accountability Report

The Committee considered the 2014-2015 Annual Accountability Report, which shows the State University System is 1st among the 10 largest states in the six-year graduation rate for FTIC students. He noted there was also improvement on the four-year graduation rate and that the System ranks 2nd among the ten largest states for its retention rate. However, the number of graduate degrees awarded has declined by 1% and the System is not on track to meet the Strategic Plan goal of 35,000 graduate degrees annually. He stated the Committee will continue to monitor graduate degree production and re-visit the goal when the Strategic Plan is reviewed in a few years. Mr. Colson moved approval of the 2014-2015 Annual Accountability Report. Mr. Tripp seconded the motion, and the members concurred unanimously.

B. Online Education Goals for Inclusion in the *2025 System Strategic Plan*

Mr. Colson reported the Innovation and Online Committee had approved two metrics for inclusion in the Strategic Plan. The metrics include a goal of 90% of State University

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System courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog and a goal of 40% of undergraduate FTE enrollments in online courses. Mr. Colson moved approval of the online education goals for inclusion in the 2025 System Strategic Plan. Mr. Tripp seconded the motion, and the members concurred unanimously.

11. Innovation and Online Committee Report

Chair Kuntz called on Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach stated the Committee heard an update on the implementation of the common, opt-in learning management system and the workplan for the implementation of the 2025 Strategic Plan for Online Education. The universities are moving forward to implement the Strategic Plan, with both the Implementation Committee and the Steering Committee approving the activities and target dates in the workplan.

12. Select Committee on Florida Polytechnic University Report

Chair Kuntz recognized Ms. Link for the Select Committee on Florida Polytechnic University report. Ms. Link said President Avent gave a report on the projected acceptances and enrollments, which appear to be on track for the coming year. Vice Chancellor Ignash presented a summary of issues discussed at a meeting held March 14, 2016, between herself, Ms. Link, Chancellor Criser, President Avent, Chair Bostick, Interim Provost Nasr, and Governmental Relations Director Rick Maxey.

The issues included why Florida Polytechnic University is unable to meet the original statutory deadline for accreditation of December 31, 2016; when the university went off track for meeting that deadline; how many students intend to graduate this May and what they were told about the delay in the accreditation; what types of plans have been made to assist students who intend to graduate in May regarding employment or application to further graduate study and how any student hardships will be addressed as a result of the delay; what will happen to students who intend to graduate at the end of Fall 2016 or Spring 2017; and what students were told about graduating from an unaccredited institution upon enrolling in August 2014. They further discussed whether accreditation would be achievable by December 2017, and any potential effect of delayed accreditation on future enrollment and existing students.

The Committee directed Board staff to work with Florida Polytechnic staff to develop a new reporting document that takes into account the revised timeline for accreditation, and to determine what needs to be done to ensure students who expect to graduate are contacted and assisted with their goals for employment and further education. The Committee also asked Board staff to work with Florida Polytechnic staff to create a new Master Plan to address, not only accreditation, but projected enrollment and related

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university growth over the next ten years. In addition, while not discussed at the Committee, Ms. Link noted the Florida Polytechnic Board of Trustees met yesterday and approved changing the name of the campus to the "John David J.D. Alexander Campus".

13. Select Committee on 2+2 Articulation Report

Chair Kuntz recognized Mr. Levine for the Select Committee on 2+2 Articulation report. Mr. Levine said the Committee had its initial meeting yesterday and Mr. Matthew Bouck, Director of the Office of Articulation with the Department of Education, presented an overview and history of the 2+2 articulation policies and processes. Vice Chancellor Ignash next provided an overview of existing Associate of Arts transfer students, which was followed by a discussion of the two-year work plan to actively engage the Florida College System in the process to develop a strategic plan for articulation going forward.

Mr. Levine moved to approve the Committee Work Plan, as amended. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

14. Audit and Compliance Committee Report

Chair Kuntz called on Mr. Levine for the Audit and Compliance Committee report. Mr. Levine said the Committee discussed the performance-based funding data integrity audit reports and certifications, and Florida Polytechnic University's corrective actions related to its operational audit report findings by the Auditor General. Regarding the performance-based funding data integrity audits, he reported each university completed the audit and all eleven universities submitted certifications. Mr. Levine indicated the Committee reiterated the importance of this process to ensure the veracity of the data used for performance-based funding.

With regard to Florida Polytechnic's operational audit, the university provided a corrective action plan and status report to the Board's Inspector General on March 10. The report reflects Florida Polytechnic will transition its administrative services from the University of Florida; achieve compliance with textbook affordability requirements; complete background screenings on personnel by the end of this fiscal year; implement a new purchasing card program by April; implement Enterprise Resource Planning software and business-related processes, and train staff on the software and business processes. All of the corrective actions are expected to be completed by October 2016.

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15. Nomination and Governance Committee Report

A. Appointment of University Trustees

Chair Kuntz reported the Committee recommended the following persons to fill trustee vacancies on two university boards of trustees. Each appointment term runs from March 17, 2016 to January 6, 2021, and the appointments are subject to confirmation by the Florida Senate and each appointee attending an orientation session conducted by the Board office.

For Florida Gulf Coast University, Chair Kuntz stated there are two vacancies, but we are only filling Mr. Wells' seat, and he moved approval of Mr. Joseph Fogg. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

For the University of Florida, Chair Kuntz stated we have one vacancy and he moved approval of Mr. Leonard Johnson. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

16. Concluding Remarks and Adjournment

Chair Kuntz reported the Board's Facilities and Innovation and Online Committees will hold a joint meeting on May 12, 2016 starting at 9:00 a.m. at Florida Gulf Coast University, followed by a brief meeting of the full Board to consider the draft regulation on presidential search and selection. After that, the next in person meeting of the Board is scheduled for June 21-23, 2016, at the University of Central Florida.

Having no further business, the meeting was adjourned at 12:00 p.m. on March 17, 2016.

Tom Kuntz, Chair

Vikki Shirley,
Corporate Secretary

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
APRIL 22, 2016

*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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APRIL 22, 2016

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
APRIL 22, 2016

1. Call to Order and Chair's Remarks

The Chair, Tom Kuntz, convened the meeting at 2:00 p.m., on April 22, 2016, with the following members present and answering roll call: Vice Chair Ned Lautenbach; Dick Beard; Dean Colson; Daniel Doyle, Jr.; Patricia Frost; Tonnette Graham; H. Wayne Huizenga, Jr.; Darlene Jordan; Alan Levine; Wendy Link; Ed Morton; Katherine Robinson; Pam Stewart; and Norman Tripp.

Chair Kuntz welcomed Ms. Darlene Jordan to the Board of Governors as its newest member. Ms. Jordan is the executive director of the Gerald R. Jordan Foundation and serves as a member of the Fordham University Board of Trustees, the Harvard Business School Board of Dean's Advisors, the Oxbridge Academy Board of Trustees, the Boys and Girls Club of Boston and the Preservation Foundation of Palm Beach. Ms. Jordan thanked Chair Kuntz for his remarks and stated she looked forward to meeting everyone in person.

2. Consider Reappointment of University Trustees

Chair Kuntz explained that during the 2016 legislative session, the Florida Senate was unable to take action to confirm two of the trustee appointments made at the January meeting. Their paperwork was received by the Senate at the end of session which left insufficient time for the appointments to go through the Senate's confirmation process. Under Florida law, the Board has forty-five days after the conclusion of the legislative session to consider reappointment of the trustees. He noted that if reappointed, the trustees would be eligible for confirmation by the Senate during the 2017 session and their terms will run from April 22, 2016 to January 6, 2021.

Mr. Tripp moved reappointment of Mr. Craig Reed to the Florida A&M University Board of Trustees, and Mr. Craig Mateer to the Florida State University Board of Trustees subject to attending an orientation and confirmation by the Florida Senate. Mr. Lautenbach seconded the motion, and members concurred unanimously.

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3. Concluding Remarks and Adjournment

Chair Kuntz reported the next in person meeting of the Board is scheduled for May 12, 2016, at Florida Gulf Coast University.

Having no further business, the meeting was adjourned at 2:10 p.m. on April 22, 2016.

Tom Kuntz, Chair

Vikki Shirley,
Corporate Secretary

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BOARD OF GOVERNORS
COHEN CENTER BALLROOM
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FLORIDA
MAY 12, 2016

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and its Committees are accessible at <http://www.flbog.edu/>.*

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MAY 12, 2016

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
COHEN CENTER BALLROOM
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FLORIDA
MAY 12, 2016

1. Call to Order and Chair's Remarks

The Chair, Tom Kuntz, convened the meeting at 3:20 p.m., on May 12, 2016, with the following members present and answering roll call: Vice Chair Ned Lautenbach; Dick Beard; Tonnnette Graham; H. Wayne Huizenga, Jr.; Ed Morton; Pam Stewart; and Norman Tripp. Chair Kuntz, Dean Colson; Darlene Jordan; Alan Levine; Wendy Link; and Katherine Robinson participated in the meeting by phone.

Chair Kuntz thanked President Bradshaw and Chair Goodlette for hosting the workshop and their hospitality. He also thanked Vice Chair Lautenbach and Mr. Huizenga for convening the workshop to assess the impact of online education on university facility needs. He noted that understanding the effect of distance learning enrollments on facility usage and planning will help the Board plan for future growth in terms of analyzing the type of facilities needed and the source of funds available to meet those needs.

2. Minutes of Board of Governors Meeting

A. Board of Governors Meeting held March 2, 2016

Mr. Tripp moved approval of the Minutes of the meeting held on March 2, 2016, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

3. Public Comment

Chair Kuntz asked the Board's General Counsel Vikki Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated no requests for public comment had been received.

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MAY 12, 2016

4. Public Notice of Intent to Promulgate New Board of Governors Regulation 1.002 Relating to Presidential Search and Selection

Chair Kuntz said the next item relates to a new proposed regulation regarding presidential searches and selection. He noted that Governor Lautenbach spearheaded the effort and called on him for remarks. Mr. Lautenbach stated Chair Kuntz had asked him to put together a work group of trustees to develop a set of guidelines for the presidential search and selection process. Working with Chancellor Criser, they selected a representative from each university to serve on the work group. Mr. Lautenbach thanked the trustees for their time and thoughtful comments as they worked to develop the regulation. He commented that selecting a university president is one of the most important responsibilities that a board of trustees undertakes and he believes they have achieved the right balance between their role, that of the search committee, and the role of the Board of Governors. Mr. Lautenbach asked Ms. Shirley to present an overview of the regulation.

Ms. Shirley explained that the proposed regulation reinforces the role of the boards of trustees as the entity responsible for conducting a presidential search and selecting a final candidate for confirmation by the Board of Governors. The proposed regulation delegates authority to the boards of trustees to constitute a search committee and she described the composition of the search committee and the responsibilities of the search committee, the board of trustees, and the Board of Governors.

Chair Kuntz thanked Mr. Lautenbach for his work with the university trustees, noting that he had received positive feedback from several universities. Mr. Lautenbach said the regulation was before the Board for approval to publish for public comment. Mr. Tripp moved to approve public notice of intent to promulgate new Board of Governors Regulation 1.002 relating to Presidential Search and Selection. Mr. Morton seconded the motion, and the members concurred unanimously. Chair Kuntz commented the regulation would return to the Board at the June meeting for final approval.

5. Nomination and Governance Committee Report

A. Appointment of University Trustee

Chair Kuntz reported the Committee recommended Mr. Harold Mills to fill the trustee vacancy at Florida A&M University. The appointment term runs from May 12, 2016 to January 6, 2021, and the appointment is subject to confirmation by the Senate and the appointee attending an orientation session conducted by the Board office. Chair Kuntz moved approval of the appointment of Mr. Mills, Mr. Tripp seconded the motion, and the members concurred unanimously.

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MAY 12, 2016

6. Concluding Remarks and Adjournment

Chair Kuntz stated this is the last meeting of the Board's student member, Ms. Tonnette Graham. He thanked Ms. Graham for her service to the Board as the representative for the 300,000 plus students in the State University System and for her service on the Florida A&M Board of Trustees. He noted she has been a great advocate for her constituents and a very effective member of the Board of Governors. He stated we have a resolution to present in honor of her service and asked Ms. Shirley to read the resolution. Ms. Shirley read the resolution, which is incorporated by reference into the minutes of this meeting. Ms. Graham thanked the Board for the opportunity to serve, stating that she had learned much during her time as a member of the Board.

Chair Kuntz reported the next meeting of the Board is scheduled for June 21-23, 2016, at the University of Central Florida. He commented the agenda for the June meeting is quite packed and members can expect the meeting to last longer than usual.

Having no further business, the meeting was adjourned at 3:35 p.m. on May 12, 2016.

Tom Kuntz, Chair

Vikki Shirley,
Corporate Secretary

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

June 23, 2016

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall M. 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: Chancellor Marshall M. Criser III

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

June 23, 2016

SUBJECT: Think Florida

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

As part of the *Think Florida: A Higher Degree for Business* campaign, Board members have a regular opportunity to hear from businesses and university leaders about the latest synergies between universities and the business community, particularly as they relate to talent, research and partnerships. Today's feature is the partnership between the State University System and Lockheed Martin, a global aerospace, defense, security and advanced technology company.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Tom Kuntz

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

June 23, 2016

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

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 Tom Kuntz

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

June 23, 2016

SUBJECT: Confirmation of Reappointment of the President for University of Central Florida

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. John Hitt as the president of the University of Central 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 May 31, 2016, the Board of Trustees of the University of Central Florida approved an amendment to Dr. Hitt's employment contract, unanimously reappointing Dr. Hitt to serve as the president of the University of Central Florida. The reappointment extends the term of Dr. Hitt's contract through June 30, 2017, and Chair Marcos Marchena is requesting confirmation of Dr. Hitt's reappointment by the Board of Governors.

Under Dr. Hitt's leadership as president of the University of Central Florida, the university has grown from a commuter school serving 21,200 students to a residential research university serving more than 63,000 students. Expanding access to a higher education has long been a paramount goal of President Hitt's and under his leadership, UCF entered into a partnership with six state colleges to create the *DirectConnect* program. Under the *DirectConnect* program, students with an associate of arts or associate of sciences degree from one of the colleges are guaranteed automatic admission to UCF. This program has been tremendously successful and become a national model for other universities both in Florida and nationwide.

Recently, Dr. Hitt was named one of the 10 most innovative university presidents in America by *Washington Monthly Magazine*, and UCF was ranked as one of the "Most Innovative" universities by *U.S. News & World Report*. These honors stem from innovative partnerships that President Hitt formed in recent years which include the

University Innovation Alliance and the Florida Consortium of Metropolitan Research Universities. The University Innovation Alliance is a partnership between UCF and ten other large, public research universities, including Arizona State University, that functions as its own innovation cluster to develop and nationally disseminate practical models for implementation of high-impact approaches to student success. The Florida Consortium of Metropolitan Research Universities, formed with USF and FIU, is a partnership that is designed to increase the number of graduates in high-demand areas and the number of underrepresented and limited-income students graduating with the skills required by Florida employers.

In addition to these partnerships, Dr. Hitt has, since the beginning of his tenure, stressed the importance of partnerships as being key to achieving UCF's goals. In 2014-15, UCF partnered with more than 450 businesses and governmental units to provide students the opportunity to participate in academic service-learning courses, which supported over 8,600 students and generated almost 175,000 hours of student labor valued at more than \$4.5 million. UCF also collaborates with Lockheed Martin and supplies the contractor with more than 500 engineering interns each year. On average, six of 10 interns who complete the program are offered full-time employment with Lockheed.

Finally, President Hitt is a champion of online learning. In the 2014-15 academic year, 77.7 percent of the UCF student body enrolled in one or more online classes and 37.8 percent of all student credit hours produced were generated by online classes. UCF also created a professional development program for faculty, training more than 2,000 UCF faculty members in the design and production of online courses. The results of these efforts have not gone unnoticed. Recently, UCF's online programming won the United States Distance Learning Association's 21st Century Award for Best Practices.

Additional highlights of Dr. Hitt's leadership of the University of Central Florida are included in the Board materials.

Supporting Documentation Included: 1. Letter from the University of Central Florida Board of Trustees Chair
2. Leadership Highlights/Summary of Key Contract Terms

Facilitators/Presenters: Chair Tom Kuntz
Chair Marcos Marchena



Board of Trustees

June 6, 2016

Thomas G. Kuntz, Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Dear Chair Kuntz:

Dr. John C. Hitt has served as President of the University of Central Florida since March 1, 1992. The Florida Board of Governors has ratified his appointment as president pursuant to the provisions of Section 5(c) of Board of Governors regulation 1.001.

Dr. Hitt's performance and dedication as the university's president has been outstanding. Proof of his performance is that UCF tied for first place in this year's performance-based funding review and is the only school in the State University System to finish among the top three schools since performance funding began four years ago.

The University of Central Florida's Board of Trustees at its May 31, 2016, meeting has approved his "Seventh Amended and Restated Employment Agreement," which is attached.

We understand that pursuant to Section 1001.706(6)(a), Florida Statutes, the Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as means of acknowledging that system cooperation is expected. Accordingly, we respectfully request that the Board of Governors confirm this reappointment.

Do not hesitate to contact me or the university's Office of General Counsel if you have any questions or desire any further information concerning this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Marcos R. Marchena".

Marcos R. Marchena, Chairman
University of Central Florida Board of Trustees

c: Dr. John C. Hitt, President

President Hitt Contract Renewal Changes

- Change the effective date to July 1, 2016, and revise all dates accordingly.
- Remove the "Forfeiture of Additional Compensation" provision because the additional compensation is paid on June 30, 2016.

John C. Hitt

University of Central Florida

A History of President Hitt's Accomplishments at UCF

John C. Hitt became the University of Central Florida's fourth president on March 1, 1992. Since that time he has

1. provided the university with extraordinary vision,
2. affected higher education as well as society in a profound way,
3. developed significant and impactful partnerships regionally and nationally,
4. seized opportunities to expand and evolve higher education,
5. and demonstrated the ability to position UCF for the future.

1. President Hitt has provided UCF with a vision for its success and advancement.

President Hitt's vision is for UCF to be a nationally known metropolitan research university for the 21st century, complementing the land-grant universities of the 19th and 20th centuries. In an extension of the land grant mission, the mission of the research university is to provide access to an affordable and high-quality education, to support its city-state by the service and research it produces, and to advance the economy of its region.

To attain this vision, President Hitt established five goals for the university when he became president in 1992, and those goals have remained constant:

- offer the best undergraduate education in Florida
- achieve international prominence in key programs of graduate study and research
- provide international focus to our curricula and research programs
- become more inclusive and diverse
- be America's leading partnership university.

Guided by his five goals, President Hitt has transformed UCF and made the university synonymous with economic progress and prosperity in Central Florida. In doing so, he has become an iconic figure. Upon President Hitt's 20th anniversary at UCF in 2012, former Florida governor Jeb Bush remarked, "Simply stated, I believe Walt Disney and John Hitt have done more to transform Central Florida into a vibrant, dynamic place than any two people." In a profile of him in 2013, *Orlando Life Magazine* said, "In Central Florida, John Hitt is a Gandalf among Hobbits. He is the most respected and revered among us, the elder statesman of class and accomplishment."

President Hitt has also become nationally recognized for making UCF a 21st-century model for how a university can provide a high-value education that is accessible, affordable, and life-changing. As a first-generation student himself, President Hitt knows the transformational power of higher education.

In 1992, when President Hitt joined UCF, it was an open-admissions, commuter school serving 21,200 students. Its enrollment ranked fifth in Florida and 115th in the nation. By fall of 2015, UCF's student enrollment had nearly tripled to 63,002, making it the most popular student choice in Florida and the second-largest university in the nation. In 1992, graduate enrollment was 2,951; it is 8,031 today. In 1992, the university awarded 4,539 degrees; this past year it awarded 15,484. Then, UCF awarded 33 doctoral degrees; last year, it awarded 423. UCF has more than 250,000 alumni, 80 percent of whom have degrees awarded by President Hitt. And in 1992, 867 students lived on campus; today, more than 11,600 students reside in university-affiliated housing.

As proud as President Hitt is of expanding access to UCF for the 3.6 million citizens in the service-region served by the university, he is more proud of the increased quality of the education provided by UCF. The average undergraduate SAT score in 1992 was 1011, the honors program numbered 410 students, and there were 18 National Merit Scholars.

John C. Hitt

University of Central Florida

This year, the average SAT score for incoming freshmen was 1261, the Burnett Honors College enrolled more than 1,800 students (with a freshman average SAT score of 1402), and 276 National Merit Scholars attended UCF. The first-year retention rate has increased from 75 percent to 87 percent, and the six-year graduation rate has risen from 47 percent to 70 percent. UCF receives more student applications than any other state university in Florida.

The 23 years of President Hitt's stewardship of UCF have come to the attention of the nation. The 2016 *U.S. News & World Report* college rankings listed UCF as one of the "Most Innovative" universities in America alongside institutions such as Harvard, Stanford, Duke, and MIT. The magazine also ranked 20 graduate programs among the top 100 in the nation in their fields. The Counselor Education program earned UCF's highest ranking at 10th. *Kiplinger's* and *The Princeton Review* ranked UCF as one of the nation's best values in higher education. *The Princeton Review* also named UCF's Video Game Graduate Program second in North America. The online program of the Department of Criminal Justice was ranked first in the nation by Bestcolleges.com. And the quality of the Rosen College of Hospitality Management program, the largest in the nation, was ranked seventh in the world by eHow.com. UCF is one of 25 public universities with the Carnegie Foundation's highest designation in both categories of community engagement and very high research activity.

President Hitt, an offensive lineman as an undergraduate, is especially proud that the student-athlete graduation rate of 95 percent ranked UCF first among NCAA Division I public institutions in the country in 2014-15. The combined GPA of student-athletes was 3.1, marking the 15th consecutive semester in which UCF student-athletes earned a 3.0 GPA or higher.

2. President Hitt has had a positive impact on higher education and society in general.

In 2015, *Washington Monthly Magazine* named President Hitt one of the 10 most innovative university presidents in America. In 2013, largely because of President Hitt's leadership, UCF was recognized as one of six universities in the nation to be named a "Next Generation University" by the New America Foundation. The Foundation report noted that "only a handful of leaders have tried to build a more inclusive and less expensive system. Rather than focus on the race for prestige that rewards exclusivity, these leaders are building the Next Generation University, one that is structured to better serve tomorrow's students."

Shortly afterward, President Hitt teamed with Arizona State University president, Michael Crow, and nine other presidents of large, public research universities, which span the geographic, economic, and social diversity of the country, to create the University Innovation Alliance. With the financial support of the Gates, Lumina, and other foundations, the Alliance functions as its own innovation cluster to develop, document, and nationally disseminate practical models for the widespread implementation of high-impact solutions and approaches to student success. Most recently, the Department of Education expressed its confidence in the Alliance by awarding it an \$8.9 million First in the World grant to continue its collaboration.

At about the same time that the presidents formed the University Innovation Alliance on the national level, President Hitt joined with the presidents of Florida International University (Miami) and the University of South Florida (Tampa) to form the Florida Consortium of Metropolitan Research Universities. Serving 63 percent of the state's population and 70 percent of the state's ethnic and racial minorities, the consortium seeks to increase the number of graduates in high-demand areas, increase the number of underrepresented and limited-income students graduating with the skills and credentials required by Florida employers, and educate the opinion leaders and legislators of the state about the importance of the three universities to Florida's economic and social health.

John C. Hitt

University of Central Florida

Long recognized for his significant leadership and impact on Central Florida and its economy, President Hitt has twice been named No. 1 on *Orlando Magazine's* list "50 Most Powerful People" and repeatedly appears among the Top Ten on that list. He has become a nationally known figure in education and innovation, but Central Florida will always be central to his mission.

President Hitt has said of UCF's enrollment growth, "We've grown to offer access and opportunity to qualified students, and we won't stop until we can't do that any longer." To this end, six area state colleges have formed a consortium with UCF to provide the best example in the nation of efficient articulation from state college to university. Through a program aptly called *DirectConnect to UCF*, consortium students with an associate of arts or associate of sciences degree are guaranteed automatic admission to UCF. *DirectConnect* provides for the alignment of courses, UCF advising on the state college campuses for students who have enrolled in the program, and common access to records. To date, approximately 140,000 state college students have expressed interest in *DirectConnect*, and this past year, 10,108 transfer students took advantage of this access to UCF.

This nationally recognized program has become a model emulated by universities in Florida, Ohio, Georgia, Hawaii, Arizona, Virginia, and Vermont. It has been called a "seamless pipeline of social mobility" by *POLITICO Magazine* and was featured recently on the *PBS News Hour*.

A national leader in higher education innovation, an effective champion for the metropolitan research university model, and an advocate for increased access to higher education for all through unprecedented partnerships with other universities and state colleges, President Hitt's innovative leadership is aptly described by the ITHAKA S+R report, *Breaking the Iron Triangle at the University of Central Florida*: "UCF has arguably come closer than any institution in the country to breaking the iron triangle of cost, quality, and access Though these changes have developed over the course of twenty years at UCF, they have been guided by intentionally designed processes . . . and sustained by a culture that celebrates access and innovation."

3. President Hitt demonstrates collaborative partnerships within the campus and externally.

From the beginning of his tenure at UCF, President Hitt stressed that partnerships would make UCF a vital force for the advancement of higher education and economic prosperity. In his 1992 inaugural address, he said, "In the highly competitive world of the '90s and the 21st century, single institutions will not command the resources necessary to solve major problems. They must find common cause with individuals and other institutions of society and combine resources to address and resolve the pressing problems confronting our state, our nation, and the world. Partnership is the key to achievement of UCF's goals."

President Hitt's partnership approach has driven many of the initiatives that most distinguish UCF. A number of these signature projects—such as *DirectConnect to UCF*, the UCF College of Medicine and the Medical City, the Florida High Tech Corridor, the national University Innovation Alliance, and the Florida Consortium of Metropolitan Research Universities—are addressed in questions #2, #4, or #5.

These following alliances are among the other examples that support the president's goal for UCF to be America's Leading Partnership University, a status that became more distinctive in 2013 when UCF obtained the U.S. trademarks for that phrase and for the phrase, America's Partnership University.

In 2014-15, UCF partnered with more than 450 businesses and governmental units to support 8,654 students who participated in academic service-learning courses, which generated 174,485 hours of student labor valued at more than \$4.5 million. Also, 8,618 students earned credit for internship experiences, and 4,071 students participated in co-operative education, working with 1,494 employers. These successes earned the university the Program of the Year Award from the National Society for Experiential Education.

John C. Hitt

University of Central Florida

In 2015, *Aviation Week* rated UCF first among universities in the number of engineers it supplies to the aerospace and defense industries. Part of that success is due to a collaboration with Lockheed Martin. UCF supplies the defense contractor with more than 500 engineering interns each year. On an average, six of 10 interns who complete the program are offered full-time jobs at Lockheed, which has helped UCF to become Lockheed's top university supplier of talent in America.

In another example of partnership, UCF's Florida Interactive Entertainment Academy in downtown Orlando is the centerpiece of a world-class graduate program in video-game design and production. The Academy was established in 2005 when video-game leader Electronic Arts invested in elite facilities and advanced programs to enable UCF to produce the talented professionals it needed. The City of Orlando donated property for an emerging media center, and the state Legislature aided with funding. The Academy has since graduated more than 400 digital-media professionals, who work for premier video-game companies around the world.

Among the numerous civic partnerships that support President Hitt's goal of being America's leading partnership university are:

1) Junior Achievement of Central Florida. The University of Central Florida is the largest university partner of Junior Achievement in the world. In 2014-15, 1,435 UCF students tutored more than 25,766 students in 104 elementary and middle schools in a four-county region.

2) WUCF TV. Motivated by a spring 2011 announcement that the public television station serving Central Florida was to be sold to a private entity and that public television would be abandoned, UCF—with President Hitt's strong endorsement—partnered with Brevard Community College and PBS to establish primary affiliation with the PBS television network. Today, WUCF TV is the primary PBS station for all of Central Florida and reaches approximately 4 million viewers.

3) Community Nursing Coalitions. Undergraduate students in the College of Nursing participate in a community-based curriculum in which students are engaged with economically disadvantaged residents across five counties. Approximately 500 nursing students and faculty provide more than 30,000 hours of service each year.

Support of the arts has been a goal of President Hitt's since his arrival at UCF. Among the many artistic partnerships he has supported is the Orlando Shakespeare Theater in Partnership with UCF, which receives financial, faculty, and student support from the university. Last year, more than 300,000 people attended productions on one of three stages in a venue owned by the City of Orlando and donated to the theater. Another noteworthy artistic partnership is with the Orlando Repertory Theater. Formerly the Civic Theater of Orlando, it was saved from closing by President Hitt's leadership, and it now produces award-winning shows for young audiences. In 2008, it received the prestigious Neighborhood Builders' Award from the Bank of America, and *Education Magazine* ranked it among the top national children's theaters.

The partnership approach of President Hitt and UCF has gained national attention. For instance, former President Bill Clinton has told audiences throughout the world about the successes of UCF and Orlando through partnerships. In his address to UCF graduates in May 2013, Clinton said that the triumphs of UCF and Orlando "are all testimony to the fact that no matter how smart we are, how righteous we are, how close to the truth we are, we all do better when we work together, when we share prosperity, when we share responsibilities, when we share leadership."

4. President Hitt is a futurist comfortable in uncovering and seizing opportunities to advance higher education.

Under President Hitt's leadership, UCF is being recognized nationally as a champion for expanding access to an affordable and impactful education for people from all socio-economic backgrounds.

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On September 21, 2015, a front-page headline in the *Washington Post* said: “At UCF, bigger is better. Packed Florida college, with a focus on cost and access, storms higher ed.” The story described UCF and Arizona State University as in the “vanguard of an insurgency that aims to demolish the popular belief that exclusivity is a virtue in higher education. They stand for access on a grand scale, arguing that breakneck growth serves a nation in desperate need of a better educated workforce. They are also pursuing a new financial model that enables public universities to thrive when state support dwindles.”

President Hitt has embraced partnerships, innovation, and growth with quality as means to boost access to education, increase student opportunities, enhance UCF, provide talent for the workforce, and expand community prosperity.

For instance, when most people said it could not be done, President Hitt secured approval from the Florida Board of Governors and the Florida Legislature to establish the UCF College of Medicine that opened in the fall of 2009. Once again partnering with community leaders, he raised more than \$100 million in donations and matching funds to prove that this community was serious in its support of medical education in the region.

The college, which has received full accreditation, trains much-needed doctors. It is at the heart of a cluster of medical businesses and research companies that constitute the Medical City at Lake Nona. The Medical City is a source of hope for future medical solutions, and it is well on its way to generating the 30,000 jobs and \$460 million in annual tax revenue projected for it by the end of 2017. The Medical City is said by many to have had the biggest economic impact on Central Florida since Walt Disney World.

President Hitt has a knack for spotting opportunities that will benefit the university and the community now and for generations to come. When he arrived at UCF, for example, the Central Florida Research Park adjacent to the university campus was on the verge of bankruptcy. Thanks to President Hitt’s direct intervention in 1993, the 1,027-acre Research Park today is ranked among the top 10 research parks in the nation. It is home to 126 companies, most of which have relationships with the university, and these companies employ approximately 10,000 people with an average salary of \$82,000.

The impact of these collaborations is best found in the Partnership I, Partnership II, and Partnership III buildings in the park. These three multi-story buildings are jointly shared by the university’s Institute for Modeling and Simulation and the U.S. Department of Defense. The partnership buildings unite academic, industry, and government professionals to enhance national security, and they—along with the Research Park—anchor Florida’s thriving \$4.8 billion Florida modeling and simulation industry.

President Hitt has championed online learning. In the 2014-15 year, 55,530 students, or 77.7 percent of the UCF student body, enrolled in one or more online courses. In addition, 37.8 percent of all student credit hours produced were generated by online classes. Students at UCF can complete 18 undergraduate and 24 graduate online programs, as well as two undergraduate and 34 graduate online certificates. A national-model professional development program for faculty has trained more than 2,000 UCF faculty members in the design and production of online courses.

Among other awards, UCF’s online program has won the United States Distance Learning Association’s 21st Century Award for Best Practices (2015), the Sloan Consortium’s Excellence in Institution-Wide Online Learning Award (2012), the Gomory Award for Quality Online Education (2008), and the Systemic Progress in Teaching and Learning Award from EDUCAUSE (2005). Florida Tax Watch (2014) awarded the online learning initiative two Prudential-Davis Productivity Awards, which recognize Florida state government employees for productivity, innovation, and saving taxpayer money. Because of his leadership with UCF’s leading-edge work in online education, President Hitt was named chair of the State University System of Florida’s Task Force for Strategic Online Education, which is charged with developing a strategic plan for Florida’s state universities in online learning.

John C. Hitt

University of Central Florida

5. President Hitt has positioned UCF to thrive in an uncertain future.

President Hitt has been a consistent and aggressive advocate for the university's role in the economic development of Central Florida in order to assure a thriving future for the university. The university, he has said, "must stand alongside our neighbors with shared resources and a common commitment to improving the quality of life by expanding the opportunities for prosperity in the future." President Hitt leads the state universities in pursuing substantive measures to diversify the service economy of Florida, as well as to manage the change that diversification creates. Presidential support for a variety of economic development strategies includes:

1) UCF's nationally award-winning Business Incubator Program. It has served approximately 260 clients at 10 sites, helping to create more than 3,700 jobs at an average salary of approximately \$60,000 and with a \$2.4 billion impact on the region.

2) GrowFL, an economic gardening project for the support of second-tier companies. It has served more than 170 clients and resulted in the creation of 3,500 jobs since its establishment in 2009. Participating companies have contributed more than \$581.4 million to Florida's economy.

3) The Florida High Tech Corridor. Inspired by President Hitt, it now includes three state universities, 14 community and state colleges, and 23 county governments. In nearly 20 years, it has worked with 360 companies and 300 faculty members to fund more than 1,350 grants that have led to 3,276 new jobs and a regional economic impact of approximately \$1.3 billion.

4) The UCF Office of Technology Transfer. It collaborates with industry and new start-up businesses to commercialize the intellectual property developed by UCF inventors.

Adding "Commercialization" to the name of the Office of Research and Commercialization, authorized by President Hitt, clearly signals the university's commitment to applied research that supports the regional economy. The success of this focused research was demonstrated this year when UCF ranked 13th in world universities for the strength of its patents by the National Academy of Inventors and the Intellectual Property Owners Association. In 2014-15, the university issued 70 new patents, bringing the total to more than 800 patents issued since 1989. All but one of those patents were obtained after President Hitt became the leader of UCF.

Positioning the university to thrive in the future, President Hitt has also been a strong advocate for diversity and inclusivity of the university's student population. In 1992, minority enrollment was 17 percent. This fall, 43 percent of students at the university came from non-majority populations, including 24 percent Hispanic students. UCF also enrolls more Jewish students than any other public university in the nation with the exception of Rutgers.

Energy dependence and environmental degradation threaten the future. President Hitt has committed the university to climate neutrality by no later than 2050, and he has joined with other progressive educational leaders in the Leadership Circle of the American College and University President's Climate Commitment. In support of the goals of this organization, President Hitt has authorized the establishment of a Department of Sustainability and Energy Management to be responsible for these issues with \$1 million of seed money to design and implement energy-saving strategies. The university achieved a campus-wide reduction of 80.4 million kWh in electricity, 22.7 million ton-hrs of chilled water, and 388,446 therms of natural gas since the 2005-06 baseline year. These reductions have resulted in a cost savings of \$17.8 million.

The Florida Solar Energy Center plays an important role in repositioning the energy resources of the nation. The recipient of 244 patents and numerous awards, the Center has earned over \$130 million in grant awards since its inception. The Center's 95 professional researchers and 55 staff members work with industry, non-profit organizations, private sponsors, and national laboratories to exploit renewable solar energy.

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One goal of the sustainability movement embraced early by President Hitt reduces the number of private cars traveling to and from the Orlando campus. With his leadership, UCF adopted a shuttle-bus system that serves 15 off-campus student communities and last year logged more than 1.8 million boardings between off-campus residences and on-campus bus depots.

Two projects currently under development directly address President Hitt's ability and willingness to manage change to create a positive future. The Florida Advanced Manufacturing and Research Center, a multi-million dollar facility, is under construction in Osceola County, Florida. It will advance the production of smart sensors and create thousands of new jobs for Central Florida. And a proposed new UCF Campus in downtown Orlando in collaboration with the City of Orlando and Valencia College has been approved by the State University System of Florida, Board of Governors and Governor Scott. The campus is projected to serve more than 7,600 students and generate \$400 million in annual gross economic impact to the community when the campus is fully operational.

The many accomplishments documented in this statement are corroborated by two highly respected professionals in the field of higher education.

Peter McPherson, president of the Association of Public and Land-grant Universities, said, "John Hitt's accomplishments at the University of Central Florida personify the vision of a modern public university. From the classroom to the research laboratory to driving the Central Florida economy, President Hitt's vision, drive, and leadership have been outstanding."

Edward M. Elmendorf, a senior vice president with the American State Colleges and Universities, said, "John Hitt Has been the unwavering force behind one of the most remarkable success stories in American public higher education . . . His entrepreneurial drive has engendered astounding success in steering UCF to become one of the fastest-growing, most-pioneering public universities."

Thank you for this opportunity to address the highly successful tenure of President John C. Hitt at the University of Central Florida.

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

June 23, 2016

SUBJECT: Confirmation of Reappointment of the President for New College of Florida

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Donal O'Shea as the president of New College of 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 June 11, 2016, the Board of Trustees of New College of Florida approved an amendment to Dr. O'Shea's employment contract, unanimously reappointing Dr. O'Shea to serve as the president of New College of Florida. The reappointment extends the term of Dr. O'Shea's contract through June 30, 2018. Chair Keith Monda is requesting confirmation of Dr. O'Shea's reappointment by the Board of Governors.

Under Dr. O'Shea's leadership since July 1, 2012, a trustee-approved four-year plan for the College was created and implemented to make some carefully selected investments to advance the education that New College offers and to secure the College's future.

New College continues as one of the top-ranked public liberal arts and sciences colleges in the nation. New College is currently ranked Number 4 among all national public liberal arts colleges in the *US News & World Report* rankings, trailing only the national military academics. Various other well respected publications including the *Princeton Review*, *Forbes*, *Kiplinger's* and *Fiske Guide to Colleges* rank New College a "best value." The College is able to achieve these accolades because of its exceptional academic quality and because of its commitment to keeping net tuition costs for its students as low as possible.

New College has long excelled in the natural sciences and mathematics and currently has one of the highest percentage in the SUS of bachelor's degrees awarded in STEM fields (37% of its 2016 graduates). President O'Shea was successful in gaining approval and funding for the College's first Master's degree program in Data Science. This program is benefitting the undergraduate program as well. The College is looking forward beginning construction soon on a 22,000 gross square foot addition of the Heiser Natural Science Complex, expanding laboratory, teaching, and research space that will support further growth of STEM degrees.

President O'Shea was successful in obtaining significant enhancement funding in support of the College's career, internship and fellowship programs. Enhancements in these programs are producing a good return-on-investment in preparing students for work and furthering their education following graduation and will aid the College in improving several performance metrics.

The College's major gifts program has been revitalized, is fully staffed now and very active. Other administrative and student support services have been restructured. President O'Shea has reached out to nearby higher education institutions, local foundations and the business community to collaborate on ways to broaden opportunities for students and increase administrative efficiencies that have yielded early successes, with more promising collaborations in planning.

President O'Shea leads an outstanding faculty by example, as evidenced by his continued contributions to his academic discipline. He is the 2016 recipient of one of the highest distinctions in mathematics, the Steele Prize for Mathematical Exposition by the American Mathematical Society.

Additional highlights of Dr. O'Shea's leadership are included in the Board materials.

Supporting Documentation Included: 1. Letter from the New College of Florida Board of Trustees Chair
2. Leadership Highlights/ Summary of Key Contract Terms

Facilitators/Presenters: Chair Tom Kuntz
Chair Keith Monda



Board of Trustees

June 11, 2016

Thomas Kuntz, Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Re: New College of Florida President, Dr. Donal O'Shea

Dear Chair Kuntz:

Dr. Donal O'Shea has served as President of New College of Florida (the "College") since July 1, 2012. The Florida Board of Governors ratified his earlier appointment as president. His initial term of employment expires on June 30, 2017.

Dr. O'Shea's performance and dedication as the College's president has been outstanding. At its meeting today, June 11, 2016, the College's Board of Trustees unanimously approved the attached "Employment Agreement (Second Amended)" (the "Agreement"), providing for his reappointment for a one-year period commencing on July 1, 2017 and ending on June 30, 2018, on the terms and conditions described therein.

Pursuant to Section 1001.706(6)(a), Florida Statutes, the effectiveness of the Agreement is subject to confirmation by the Board of Governors of President O'Shea's reappointment. Accordingly, on behalf of the College's Board of Trustees, I respectfully request that the Board of Governors confirm President O'Shea's reappointment.

Please do not hesitate to contact me or the Board Liaison, Suzanne Janney, if you have any questions or desire further information concerning this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Keith Monda".

Keith Monda, Chair
New College of Florida Board of Trustees

cc: Dr. Donal O'Shea

**New College of Florida
President Donal O'Shea's Leadership Highlights
For the Period FY 2011-12 to FY 2015-16**

Planning and Growth

President O'Shea created and implemented a trustee approved four-year plan to make some carefully selected investments that advance the education that New College offers, and secure the college's future. In accordance with the plan, enrollment has increased by 9% over the last three years. The College reinvested in faculty, filling lines held vacant during the great recession and creating new ones. Nearly 30% of the faculty has been hired in the last four years.

STEM and Globalization Outcomes

New College has long excelled in the natural sciences and mathematics and currently has one of the highest percentage in the SUS of bachelor's degrees awarded in STEM fields (37% of our 2016 graduates). It ranked #1 in the SUS for the highest percentage of graduates (12%) in Globalization/Economic Development fields in 2015. Construction is about to begin on a 22,000 gross square foot addition of the Heiser Natural Science Complex, expanding laboratory, teaching, and research space supporting Biology, Chemistry, Computer Science, Data Science, Mathematics, and Physics. In Fall 2015, a total of 497 (55%) of all NCF enrolled students took at least one STEM course.

First Master's Degree Program

Over the past four years, President O'Shea sought and gained multiple approvals and funding to initiate the College's first Master's degree program in Data Science. The new program provides a terminal Master's for graduates who wish to work in industry as members of big data teams. It is closely tied to potential employers, who provide the data for students to work with, offer summer internships, and a capstone practicum semester at the company in the fourth and final semester. The first cohort of Data Science students will graduate in 2017. In addition, the College's undergraduate computer science and statistics majors are benefitting from classes taught by the new data science faculty.

Increase in National Exposure and in National Rankings

New College continues as one of the top-ranked public liberal arts and sciences colleges in the nation. This year, New College moved up to Number 4 among all national public liberal arts colleges in the *US News & World Report* rankings, trailing only the national military academics. *U.S. News* also ranked New College 15th for students with the "Least Debt" among all public and private liberal arts colleges, and No. 6 in the nation for the percentage of students who go on to graduate programs within a year of graduation.

Princeton Review (2016) lists New College among the "Top Colleges that Pay You Back," (measured by academic quality, cost to students and families, and salaries earned by students.) *Kiplinger's* (2016) ranks New College No. 14 in its "100 Best Values in Public Colleges." *Fiske Guide to Colleges* (2016) named New College a "Best Buy School," one of 44 institutions, half public and half private, to earn that distinction.

The College is able to achieve these accolades because of its exceptional academic quality and because of its commitment to keeping net tuition costs for its students as low as possible. New College leads the SUS in undergraduate net tuition per degree for Florida residents.

Connecting Liberal Arts and Employment

A comprehensive planning effort led by President O’Shea in 2014 to enhance the College’s career, internship and fellowship programs yielded special legislative funding supporting the Center for Engagement and Opportunity (CEO.) Professional staff mentor and coach students from the moment they step on campus, connecting them to external corporate and community members. New programs within the CEO have been implemented that focus on having students be more mindful of work from time of entry, attracting internship opportunities and matching students with them, helping students obtain fellowships and tracking student outcomes after graduation. These programs form the foundation of New College’s efforts in support of Governor Scott’s recently announced “Ready, Set, Work” challenge.

Focus on the New College Foundation, Student Life and Administrative Support

President O’Shea has been instrumental in revitalizing the major gifts program at the New College Foundation, including raising \$1 million in cash to support enhanced staffing and operations necessary to grow the College’s endowment. An additional \$1.8 million in endowed funds has been raised to support student scholarships, specifically scholarships for international students.

President O’Shea restructured the marketing and communications unit, worked with Human Resources and the Provost to alter the procedures for faculty and administrative staff searches to reach a more diverse pool of applicants and oversaw creation and migration to a new website at ncf.edu. He adopted a program to beautify the campus, and introduced the awarding of honorary degrees at commencement. President O’Shea is rebuilding Student Affairs, focusing on the first year experience, adding a First Year Program Director to strengthen the social connections among first-year students, promoting sponsored clubs to draw student’s interest, and providing leadership training for more students.

Collaborations

Already partnering with USF-Sarasota/Manatee and FSU Ringling on specific shared services, President O’Shea reached out to State College of Florida and two private but nearby institutions, Ringling College of Art and Design and Eckerd College. Since 2013, he has brought leaders and senior staff from all six of these institutions together to identify and work on academic projects to broaden opportunities for students and to increase administrative efficiency. The College Consortium of the Creative Coast, known as C4, was announced to the public in 2016. Since then, three local foundations have teamed up and contributed in excess of \$100,000 to the consortium to allow exploration of meaningful collaborations. C4 has piloted cross registration without tuition and fees needing to change hands, shared training exercises in emergency management planning, and is currently exploring the possibility for joint programs.

President O’Shea has also reached out to the local business and arts communities to form several partnerships and increase engagement through the College’s lecture series, New Topic New College, through its experimental music series, New Music New College, through hosting the Sarasota World Affairs Council lecture series, and through providing science workshops for middle and high school students.

Public Service

President O’Shea serves on both the Manatee and Sarasota County Chambers of Commerce, the Executive Committee of the Florida Association of Colleges and Universities (FACU), the Sarasota World Affairs Council, and is now currently President of the Southern University Conference.

President's Scholarship/Awards/Writing

President O'Shea continues to contribute to his discipline. In 2016, he was awarded one of the highest distinctions in mathematics, the Steele Prize for Mathematical Exposition by the American Mathematical Society (AMS) for the book, *Ideals, Varieties, and Algorithms*, co-authored by O'Shea with fellow mathematicians David Cox (Amherst College), and John Little (College of the Holy Cross).

Quoting from the AMS press release http://www.ams.org/news?news_id=2853 "The book has made algebraic geometry and computational commutative algebra accessible not just to mathematicians but to students and researchers in many fields." "Even more impressive than [the book's] clarity of exposition is the impact it has had on mathematics," the prize citation states. "CLO, as it is fondly known, has not only introduced many to algebraic geometry, it has actually broadened how the subject could be taught and who could use it." "Originally published by Springer Verlag in 1992, this fourth edition has truly become a classic. It not only has provided many of today's mathematicians with their first grounding in algebraic geometry, but also has brought this area of mathematics to the service of scientists and engineers working on such diverse problems as oil exploration, software design, genetics, and robot kinematics."

Throughout his tenure, President O'Shea has written numerous articles and op-eds relevant to higher education in general and the college in particular. FY 2015-16 articles include:

http://www.srqmagazine.com/srq-daily/2016-04-09/3787_The-University-of-the-Future-is-Here
http://www.srqmagazine.com/srq-daily/2016-03-12/3641_Serendipity-and-Requirements
http://www.srqmagazine.com/srq-daily/2016-02-13/3494_The-Invisible-Humanities
http://www.srqmagazine.com/srq-daily/2016-01-09/3287_Reflecting-on-2015
http://www.srqmagazine.com/srq-daily/2015-11-14/2993_Hiring-Faculty
http://www.srqmagazine.com/srq-daily/2015-10-10/2807_A-Multiversity-for-the-Future
http://www.srqmagazine.com/srq-daily/2015-09-12/2649_The-Arrival-of-Boundless-Energy
http://www.srqmagazine.com/srq-daily/2015-08-08/2459_Universities-Forge-Pathways-To-Knowledge
<http://www.heraldtribune.com/article/20160329/COLUMNIST/160329614/0/search>

FY 2015-16 academic articles and publications include:

"Undergraduate Research and the Mathematics Profession" in M.A.Peterson and Y.A. Rubinstein, eds, *Directions for Mathematics Research Experience for Undergraduates*, Singapore: World Scientific 2016 pp. 1-16.

The bilipschitz geometry of the A_k surface singularities. *Journal of Singularities*, **12** (2015) 156-163. <http://www.journalofsing.org/volume12/oshea.pdf>

The Story of Ideals, Varieties and Algorithms. *Notices of the American Mathematical Society*, June/July, 2016.

Encouraging Faculty Scholarship – the Tap Root of New College's Success

During President O'Shea's tenure, seven New College faculty members have been funded by federal and/or national foundations. Such competitive funding rarely goes to undergraduate institutions. For instance, one faculty member won both a National Endowment for the Humanities summer stipend and a fellowship to the Loeb Classical Library of Harvard University. Four faculty worked on National Science

Foundation funded research. One faculty member's research was funded by the U.S. Army Research Lab. Others had state and private funding that is equally competitive.

The extraordinary teaching that makes remarkable student achievement possible has been nourished by the outstanding scholarly, artistic and community work done by our faculty members. During 2012-13, 69 New College full-time teaching faculty members produced 73 publications, with an additional 23 publications in press and 14 more accepted for publication. Faculty members were also active participants in scholarly conferences, with 40% of the faculty making presentations, serving as panelists, or chairing conference sessions.

The quality and reputation of faculty scholarship is affirmed by the cumulative record of their publications. In 2014-15, the faculty (79) reported 135 publications either in press, accepted, or published during the year. This scholarship is accomplished in addition to a primary assignment of undergraduate instruction, advising, and committee work.

For these reasons and more, the New College of Florida Board of Trustees is pleased to recommend that the Board of Governors confirm President O'Shea's reappointment.

Keith Monda, Chair
New College of Florida Board of Trustees
June 11, 2016

**New College of Florida
President O'Shea's Employment Agreement Extension Through June 30, 2018**

SUMMARY OF KEY CHANGES FROM THE CURRENT AGREEMENT

- The current agreement expires on June 30, 2017. The new agreement extends the term by one year, to June 30, 2018. The new agreement will begin on July 1, 2016 and expire on July 1, 2018. The one-year term extension is consistent with guidance provided by the Board of Governors.
- Any renewal of the agreement is subject to confirmation of Dr. O'Shea's reappointment by the Board of Governors.
- The new agreement provides for paid professional development leave instead of a paid sabbatical at the conclusion of Dr. O'Shea's presidency to permit him to retool his teaching and research prior to returning to the faculty. It also provides for immediate termination of that leave and no further compensation under certain circumstances.
- There are no changes in compensation or benefits from the previous contract.

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

June 23, 2016

SUBJECT: Amendments to the Amended and Restated Articles of Incorporation and Bylaws of the University of South Florida Health Sciences Center Insurance Co., Inc.

PROPOSED BOARD ACTION

Consideration of amendments to the Amended and Restated Articles of Incorporation and Bylaws of the University of South Florida Health Sciences Center Insurance Company, Inc.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation 10.001

BACKGROUND INFORMATION

The University of South Florida Health Sciences Center Insurance Company, Inc. (HSIC) was incorporated by the University of South Florida in 1994 to provide insurance against claims asserted against the University of South Florida or its employees and agents and to serve as the captive insurance company for the university's self-insurance program as previously authorized by Board of Regents Rule 6C-10.01, and now Board of Governors Regulation 10.001.

Recently, the Board of Directors of HSIC approved the adoption of the Second Amended and Restated Articles of Incorporation and Amended and Restated Bylaws to substitute the Board of Governors for the Board of Regents, and to clarify director liability and indemnification as permitted under Vermont law, the state of incorporation for HSIC. Board Regulation 10.001 requires Board of Governors' approval of the Articles of Incorporation and Bylaws of HSIC.

Supporting Documentation Included: Second Amended and Restated Articles of Incorporation and Amended and Restated Bylaws of University of South Florida Health Sciences Center Insurance Company, Inc.

Facilitators/Presenters: Ms. Vikki Shirley

SECOND AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

UNIVERSITY OF SOUTH FLORIDA

HEALTH SCIENCES CENTER INSURANCE COMPANY, INC.

WHEREAS, the Corporation was originally formed and incorporated in Bermuda on June 23, 1994 through the filing with the appropriate regulatory authorities of a Memorandum of Association;

WHEREAS, the Corporation changed its domicile from Bermuda to the State of Vermont on July 2, 1998 and filed Amended and Restated Articles of Incorporation with the Vermont Secretary of State effective as of that date in order to effectuate the redomestication;

WHEREAS, the Corporation further amended its Amended and Restated Articles of Incorporation by filing Articles of Amendment relating to the transferability of the Corporation's shares with the Vermont Secretary of State effective on or about June 28, 2002;

WHEREAS, the directors and shareholder of the Corporation have determined that it is now advisable for the Corporation to further amend and restate its Articles of Incorporation;

NOW, THEREFORE, the Corporation sets forth the following Second Amended and Restated Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation shall be UNIVERSITY OF SOUTH FLORIDA HEALTH SCIENCES CENTER INSURANCE COMPANY, INC.

ARTICLE II

Registered Office and Agent

The current registered office of the Corporation shall be located at 76 St. Paul Street, Suite 500, Burlington, Vermont 05401, and the current registered agent at such address shall be Aon Insurance Managers (USA) Inc.

ARTICLE III
Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each calendar year and end on the last day of June of each subsequent calendar year.

ARTICLE IV
Purpose

The Corporation is a Vermont general corporation. The objects for which the Corporation shall be established are restricted to the following:

To undertake and carry on the business of comprehensive liability insurance, including professional liability insurance for health sciences, and to transact other insurance business as the Board of Governors of the State of Florida, USA may be authorized to undertake by the laws of the State of Florida, USA and as permitted by and necessary or incidental pursuant to Title 8, Vermont Statutes Annotated, Chapter 141, Captive Insurance Companies, including, but not limited to:

- (i) providing insurance against claims and actions upon any assured for injuries to persons and property of third parties caused by an assured or the employees, agents, or property of an assured, or by others for whom an assured is legally responsible;
- (ii) providing insurance against all manner of accidents, liability, and guarantee, and every other description of insurance business kindred to the above;
- (iii) providing reinsurance or co-insurance of any of the risks undertaken by the Corporation;
- (iv) acting as consultants, managers, advisors, agents, and brokers in connection with all forms of insurance and re-insurance business as described herein;
- (v) providing managerial and other executive supervisory and consultant services for or in relation to any company in which the Corporation is interested upon such terms as may be thought fit;
- (vi) managing funds and accounts consistent with the investment policy approved by the Board of Governors of the State of Florida, USA; and
- (vii) engaging in any other lawful business or activity.

ARTICLE V
Use of Assets and Income

All assets and income of the Corporation shall be used exclusively for the purposes set forth above, including the payment of expenses incidental thereto and none of the assets or income of the Corporation shall be distributed to any Officers or Directors of the Corporation other than the reimbursement of expenses incurred at the direction of the Corporation.

ARTICLE VI
Authorized Share

The Corporation shall have authority to issue One (1) share of one class of share, par value of One Hundred Twenty Thousand Dollars (\$120,000), said class consisting of a common voting share. The sole class of share shall have unlimited voting rights and shall be entitled to receive the net assets of the Corporation upon dissolution. A share certificate representing the Corporation's share shall be in such form as determined by the Directors and such certificate shall be under seal.

ARTICLE VII
Director Liability

To the extent permitted by Section 2.02(b)(4) of the Vermont Business Corporation Act, as the same may be supplemented, replaced or amended, no director of the corporation shall be personally liable to the corporation or its shareholders for money damages for any action taken, or any failure to take any action, solely as a director, based on a failure to discharge his or her own duties in accordance with Section 8.30 of the Vermont Business Corporation Act, as the same may be supplemented, replaced, or amended.

ARTICLE VIII
Shareholder Action Without Meeting

Action required or permitted to be taken by the shareholders of a corporation at a shareholders' meeting may be taken without a meeting if the action is taken by the holders of at least a majority of all of the shares entitled to vote on the action, and if each shareholder is given prior notice of the action proposed to be taken. Each action must be evidenced by a written consent describing the action taken and signed by the sole shareholder. Such written resolution, or copies thereof, shall be filed in the corporate minute book.

ARTICLE IX
Names and Addresses of Incorporators

This corporation changed its domicile from Bermuda to the State of Vermont pursuant to 8 V.S.A. § 3437 et seq. effective July 2, 1998. The corporation was originally formed and incorporated in Bermuda on June 23, 1994 by filing with the appropriate regulatory authorities a Memorandum of Association submitted by the following incorporators:

<u>Name</u>	<u>Address</u>
Warren Cabral	Cedar House 41 Cedar Avenue Hamilton HM 12, Bermuda
Ruby L. Rawlins	Cedar House 41 Cedar Avenue Hamilton HM 12, Bermuda
Marcia De Couto	Cedar House 41 Cedar Avenue Hamilton HM 12, Bermuda
Stacy L. Robinson	Cedar House 41 Cedar Avenue Hamilton HM 12, Bermuda

ARTICLE X
Effective Date

These Articles of Incorporation shall be effective as of the date of filing hereof.

Executed on behalf of the corporation as of the ____ day of _____, 2016.

UNIVERSITY OF SOUTH FLORIDA HEALTH
SCIENCES CENTER INSURANCE
COMPANY, INC.

By: _____
Courtney L. Rice, President

**CERTIFICATE TO ACCOMPANY
THE
SECOND AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF
UNIVERSITY OF SOUTH FLORIDA**

HEALTH SCIENCES CENTER INSURANCE COMPANY, INC.

Pursuant to 11A V.S.A. § 10.07(d), University of South Florida Health Sciences Center Insurance Company, Inc. hereby presents the attached Second Amended and Restated Articles of Incorporation and certifies as follows:

ARTICLE I

The name of the corporation is University of South Florida Health Sciences Center Insurance Company, Inc.

ARTICLE II

The Second Amended and Restated Articles of Incorporation attached hereto contains amendments to the Articles of Incorporation requiring shareholder approval. The text of the amendments is set forth in full in the attached Second Amended and Restated Articles of Incorporation.

ARTICLE III

The Second Amended and Restated Articles of Incorporation, including the amendments, were recommended for adoption by the Board of Directors as of [March 1], 2016 and approved by the sole shareholder as of [March 2], 2016.

ARTICLE IV

At the time of the vote on the amendment the only outstanding stock of the corporation consisted of one (1) share of common stock; which was represented in the vote. The total number of votes cast for the approval of the amendment by the sole voting group was one (1); and the total number of votes cast against the approval of the amendment by the sole voting group was zero. All of the shareholders approved, adopted, and indisputably cast all votes for the amendments contained in the Second Amended and Restated Articles of Incorporation at a duly held meeting of the shareholders or by unanimous written consent. Such vote was sufficient for approval of the amendment by the sole voting group.

Dated as of the ____ day of _____, 2016.

UNIVERSITY OF SOUTH FLORIDA HEALTH
SCIENCES CENTER INSURANCE COMPANY,
INC.

By: _____
Courtney L. Rice, President

AMENDED AND RESTATED BYLAWS OF
UNIVERSITY OF SOUTH FLORIDA
HEALTH SCIENCES CENTER INSURANCE COMPANY, INC.

DEFINITIONS

In these Bylaws:

"Articles" means the Articles of Incorporation as originally framed or as amended in compliance with the Vermont Business Corporation Act.

"Auditors" means the persons performing the duties of auditors of the Corporation.

"Corporation" means UNIVERSITY OF SOUTH FLORIDA HEALTH SCIENCES CENTER INSURANCE COMPANY, INC.

"Council" means the council of the Self Insurance Program.

"Directors" means the Board of Directors of the Corporation.

"Governors" means the Board of Governors of the State of Florida.

"President" means the person appointed by the Directors to perform the duties of President and Chief Executive Officer of the Corporation.

"Registered Office" means the registered office of the Corporation.

"Regulation" means Florida Board of Governors Regulation 10.001.

"Seal" means the common seal of the Corporation and includes every official Corporation seal.

"Secretary" means any person appointed by the Directors to perform the duties of Secretary of the Corporation.

"Self Insurance Program" means the University of South Florida Health Sciences Center Self Insurance Program.

"Shareholder" means the Board of Governors of the State of Florida.

"Statute" means The Vermont Business Corporation Act as amended and supplemented.

"Written" and "In-Writing" includes all modes of representing or reproducing words in visible form.

Words imparting the singular number only include the plural number and vice-versa. Words imparting the masculine gender only include the feminine gender. Words imparting persons only include companies.

SHAREHOLDER

1. The annual meeting of the Shareholder shall be held at such place either within or without the State of Vermont and on such date and time as specified in the notice of meeting. The purpose of the annual meeting shall be to transact such business as may properly be brought before the meeting. Failure to hold an annual meeting of the Shareholder shall not result in a forfeiture or dissolution of the Corporation. If the annual meeting is not held, a special meeting may be held in place thereof, and any business transacted or elections held at such meeting shall have the same effect as if transacted or held at the annual meeting.
2. Special meetings of the Shareholder, for any purpose or purposes described in the meeting notice, may be called by the President, the Directors, the Secretary, or upon the written request of the Shareholder, for any purpose. Special meetings shall be held at such place either within or without the State of Vermont, and on such date and time as specified in the notice of the meeting.
3. Written notice of the place, date, and time at which an annual or special meeting is to be held shall be given personally, or put in the regular mail, or delivered through an electronic communications mechanism, to the Shareholder entitled to vote thereat, not less than ten (10) nor more than sixty (60) days prior to the meeting by or at the direction of the President, the Secretary, or the other persons calling the meeting. Notice of a special meeting shall state, in addition to the foregoing information, the purpose for which it is called.

DIRECTORS

4. Subject to day to day management of the Corporation which shall be delegated to the President, the business of the Corporation shall be managed by the Directors who may delegate their functions, or part thereof, to an executive committee or committees and/or to the Officers.
5. The Corporation shall have a minimum of three (3) Directors, the exact number to be determined by the Shareholder from time to time. Each Director shall hold office until the next annual meeting of the Shareholder or until removed. However, if his or her term expires, the Director shall continue to serve until his or her successor shall have been elected and qualified or until there is a decrease in the number of directors. So long as it shall be required by Chapter 141 of Title 8, Vermont Statutes Annotated, at least one (1) of the Directors shall be a resident of the State of Vermont.
6. If a vacancy occurs on the board of Directors, including a vacancy resulting from an increase in the number of Directors, the Shareholder may fill the vacancy. During such time that the Shareholder fails or is unable to fill such vacancies, then and until the Shareholder acts, the remaining Directors may fill the vacancy, or if the Directors remaining in office constitute fewer than a quorum of the Directors, they may fill the vacancy by the affirmative vote of a majority of all the Directors remaining in office.

POWERS AND DUTIES OF DIRECTORS

7. The Directors shall exercise those powers and duties as delineated in the Regulation and the Statute and when not inconsistent with such Regulation and Statute, may from time to time and at any time by power of attorney appoint any corporation, firm, or person or body of persons, whether nominated directly or indirectly by the Directors, to be the attorney or attorneys of the Corporation for such purposes and with such powers, authorities and discretions (not exceeding those vested in or exercisable by the Directors under these Bylaws) and for such period and subject to such conditions as they may think fit, and any such powers of attorney may contain such provisions for the protection and convenience of persons dealing with any such attorney as the Directors may think fit and may also authorize any such attorney to delegate all or any of the powers, authorities, and discretions vested in him.
8. All checks, promissory notes, drafts, bills of exchange, and other negotiable instruments, and all receipts for monies paid to the Corporation, shall be signed, drawn, accepted, endorsed, or otherwise executed, as the case may be, in such manner as the Directors from time to time by resolution determine.
9. The Directors shall cause minutes to be made in books provided for the purpose:
 - (a) of all appointments of Officers made by the Directors;
 - (b) of the names of the Directors present at each meeting of the Directors and of any committee of the Directors;
 - (c) of all resolutions of the Corporation, and of the Directors and of committees of Directors.

PROCEEDINGS OF THE DIRECTORS

10. A regular meeting of the Directors shall be held without other notice than this Bylaw immediately after, and at the same place as, the annual meeting of the Shareholder. The Directors shall otherwise meet at such other times as shall be determined by the Directors. Meetings of the Directors may be called by the Chairman or upon the written request of one-third of the Directors. The Secretary shall give at least five (5) days prior notice of any meeting of all Directors. All meetings of the Directors shall be open to the Shareholder, and the Chairman of the Governors may attend or designate any other person or persons to attend with him or in his place. So long as it is required by Chapter 141 of Title 8 of Vermont Statutes Annotated, the Directors shall hold at least one meeting within the State of Vermont each year, which meeting may but not need be the annual meeting of the Directors. Notwithstanding any regulatory requirement that a certain number of Directors be physically present for the annual Vermont meeting, the Directors may permit any or all Directors to participate in a meeting through the use of any means of communication by which Directors participating may simultaneously or

sequentially communicate with each other during the meeting. A Director participating in a meeting by this means is deemed to be present at the meeting for quorum and voting purposes.

11. Notwithstanding any provisions of these Bylaws to the contrary, a meeting of the Directors may be held at any time and at any place and any action may be taken thereat, if notice is waived in writing by all Directors. Further, the Directors may conduct business by written resolution, provided that all Directors sign such resolutions, in one or more counterparts.

12.

- (a) Except as provided in Section 12(b), one-third (1/3) of the total number of Directors shall constitute a quorum for the transaction of business. The vote of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Directors. If at any meeting a quorum is not present within thirty (30) minutes of the time the meeting was intended to commence, a majority of the Directors present may adjourn the meeting to a date not more than ten (10) days later and notice of the arrangements for the adjourned meeting shall be given to all Directors.
- (b) Notwithstanding the quorum defined in Section 12(a), unless at least a majority of Directors are present at the meeting and approve such action by a majority vote, and the notice of the meeting has specified that such action may be taken at such meeting, the Directors shall not take any action (and no Committee of the Directors shall take any action other than recommending to the Directors), relating to:
 - (i) establishing and recommending to the Governors for approval in accord with the Regulation, the Corporate investment policy, including any revisions of an existing policy;
 - (ii) establishing an annual Corporate budget to be submitted to the Governors as defined by the Regulation;
 - (iii) establishing the amount of and the method of computing premiums for risks underwritten and retained by the Corporation;
 - (iv) modifying, canceling, or declaring void any policy issued by the Corporation;
 - (v) adopting policy forms or adopting a new policy form or changing any policy form previously adopted;
 - (vi) adopting Corporate policy which shall define the underwriting criteria for entities and individuals to be insured, loss prevention requirements imposed during policy terms and oversight of the investigation and disposition of claims and suits covered by Corporation;

- (vii) contracting with an insurance management firm licensed in Vermont to serve as the registered office of the Corporation and to provide such services within Vermont as may be required by the Statute;
 - (viii) any proposal to the Shareholder to amend its Articles;
 - (ix) any proposal to the Shareholder to amend, alter, repeal, or add to these Bylaws;
 - (x) any proposal to the Shareholder or the dissolution of the Corporation; and
 - (xi) any other matter which may be reserved by the Directors by resolution, from time to time, or by these Bylaws for decision by a majority Directors vote.
13. The Directors shall receive no compensation for serving as Directors other than the reimbursement of expenses incurred at the direction of the Corporation.

OFFICERS

14. Subject to these Bylaws, the Directors may appoint such officers, all for such terms, to perform such duties and subject to such provisions as to disqualification and removal as the Directors from time to time prescribe, which shall include a President, a Secretary, a Treasurer, and a Chairman. If approved by the Directors, the positions of Secretary and Treasurer may be consolidated and held by one person who need not be a Director. The duties and powers of the officers of the Corporation shall be as follows:

(a) President

The President shall be Chief Executive Officer of the Corporation. The President shall be a member, ex officio, with right to vote, of all committees. The President shall be responsible for the day-to-day management of the Corporation. The President shall communicate to the Directors such matters and make such suggestions as may in his opinion tend to promote the prosperity and welfare and increase the usefulness of the Corporation. The President shall perform such other duties as are necessarily incident to the office of the President.

(b) Secretary

The Secretary shall give notice of and attend all meetings of the Directors and all meetings of executive and other committees and the Secretary shall keep minutes of such meetings.

The Secretary shall conduct all correspondence and carry into execution orders, votes, and resolutions. The Secretary shall notify the Officers and the Shareholder of their appointment on committees; and, if required by a particular committee, give notice of meetings of such committee. The Secretary shall ensure, under the direction of the Directors, an annual report of the transactions and conditions of the Corporation is

prepared. In case of absence or disability of the Secretary, the Directors may appoint a Secretary pro tem. The Secretary shall be the keeper of the Corporation's seal.

(c) Treasurer

The Treasurer shall maintain the Corporation's financial records and keep an account of all monies received and expended for the use of the corporation, and shall make disbursements only upon vouchers approved in writing by the President or the Chairman or such other individuals as designated in writing by either the President or Chairman. The Treasurer shall deposit all sums received by or for the Corporation in a bank, or banks, or trust corporation approved by the Directors, and the Treasurer shall make a report to the Directors when called upon by the President or the Directors. The funds, books, and vouchers in the Treasurer's hands shall at all times be under the supervision of the President or the President's designee and subject to the President's inspection and control. At the expiration of the Treasurer's term of office, the Treasurer shall deliver all books, monies, and other property to the Treasurer-elect or the President. In case of the absence or disability of the Treasurer, the Directors may appoint a Treasurer pro tem. The Treasurer shall give to the Corporation such security for the faithful discharge of his or her duties as the Directors may direct.

(d) Chairman

The Chairman shall preside at all meetings of the Directors. A Vice Chairman who may be elected by the Directors shall preside in the Chairman's absence.

15. All vacancies in any office shall be filled by the Directors or the Shareholder without undue delay.
16. The Officers shall receive no salary or compensation other than reimbursement of expenses incurred at the direction of the Corporation.

BOOKS OF ACCOUNT

17. The Directors shall cause proper books of account to be kept, which shall give a true and fair view of the state of the Corporation's accounts.
18. The Directors shall cause to be prepared and submitted to the Governors an income statement, balance sheet, and such other reports and accounts as the Governors may require from time to time.

EXECUTIVE COMMITTEE

19. There shall be established by the Directors an Executive Committee consisting of the Chairman, the President, the Secretary (or the Secretary/Treasurer if that position is combined), and any other Directors as elected by the Directors. The Executive Committee shall have such powers and authority as the Directors may delegate to it. Minutes of all Executive Committee meetings shall be recorded and forwarded to the Directors within ten (10) working days.

20. The Executive Committee shall meet in person, or by telephone, at such times as deemed necessary by the Chairman.

OTHER COMMITTEES

21. The Chairman shall appoint such other committees as the Chairman may deem necessary and advisable to assist in the conduct of the Corporation's affairs.
22. A majority of any committee of the Corporation shall constitute a quorum for the transaction of business, unless any such committee shall by a majority of its membership set a greater quorum requirement.
23. The Directors may, by resolution, create such other committees with membership consisting of Directors or such other persons as the Directors may designate, provided that a majority of such committee members shall be Directors. Such resolutions shall prescribe the authority of each committee and the period of its existence. Committee members shall receive no compensation as committee members except for reimbursement of expenses incurred at the direction of the Corporation.

USE OF CORPORATION FUNDS

24. The fiscal assets of the Corporation and all Corporation income from all sources shall be used only to pay claims underwritten by the Corporation and the administrative expenses of the Corporation.

DISCLOSURE OF FINANCIAL INFORMATION

25. All financial records of the corporation shall be available to the Directors, the Council, and the Governors for inspection, and to the appropriate personnel of the University of South Florida. Copies of each annual audited financial report, including a management letter, shall be promptly delivered to the President of the University of South Florida, the Directors, the Council, and the Governors for their review.

AUDITORS

26. The Directors shall appoint an Auditor or Auditors of the Corporation who shall hold office until replaced, at any time, by the Governors or the Directors. So long as it may be required by the applicable Vermont regulation, the Auditor must be authorized by the Vermont Commissioner of Financial Regulation.
27. Every Auditor of the Corporation shall have a right of access at all time to the books and accounts and vouchers of the Corporation and shall be entitled to require from the Directors and Officers of the Corporation such information and explanation as may be necessary for the performance of the duties of the Auditors.
28. The Auditors shall make such reports on the accounts of the Corporation in a general meeting during their tenure of office as requested by the Shareholder or the Directors.

CONTRACTS FOR INSURANCE SERVICES

29. In accordance with Section 2(d)(3) of the Regulation and as deemed by the Directors to be necessary for the proper management of the Corporation, the Corporation shall contract with the Self-Insurance Program for such administrative and service functions as the Self-Insurance Program is qualified to perform.

SEAL

30. The Directors may provide a corporate seal which may be circular in form and have inscribed thereon any designation including the Corporation's name, Vermont as the state of incorporation, and the words "Corporate Seal."

31. The Seal shall be used only by the authority of the Directors or of a committee of the Directors authorized by the Directors in that behalf and every instrument to which the Seal has been affixed shall be signed by one person who shall be either a Director or the Secretary or Secretary/Treasurer or some person appointed by the Directors for the purpose.

PROVIDED THAT a Director, Secretary, or other officer or representative or attorney may without further authority of the Directors affix the Seal of the Corporation over his signature alone to any document of the Corporation required to be authenticated by him under Seal.

PROVIDED FURTHER THAT a Certificate representing the sole share of the Corporation under seal signed by a Director and countersigned by the Secretary or another Director or other authorized person, and that the Directors may authorize the Certificate to be assured with the Seal and authorized signatures affixed by some method or system of mechanical process.

32. The Corporation may have for use in any territory, district or place not situated in the State of Vermont, one or more official seals each of which shall be a facsimile of the Common Seal of the Corporation and each of which such seals may bear the addition on its face of the name of the territory, district, or place where it is to be used.

WINDING UP

33. In a winding up of the Corporation, all of its assets remaining after the payment of all costs and expenses of such winding up shall be disbursed to the Shareholder for disposition in accordance with instructions from the Shareholder.

INDEMNIFICATION

34. Unless otherwise provided in the articles of incorporation, the corporation shall indemnify any individual made a party to a proceeding because the individual is or was a director of the corporation, against liability incurred in the proceeding, but only if the corporation has authorized the payment in accordance with Section 8.55 of the Statute and a determination has been made in accordance with the procedures set forth in Section 8.55 of the Statute that the director met the standards of conduct and other

requirements set forth in paragraphs (a), (b), and (c) below.

(a) *Standard of Conduct.* The individual shall demonstrate that: (1) the director conducted himself or herself in good faith; and (2) the director reasonably believed: (i) in the case of conduct in his or her official capacity with the corporation, that his or her conduct was in the corporation's best interests; (ii) in all other cases, that his or her conduct was at least not opposed to the corporation's best interests; and (3) in the case of any proceeding brought by a governmental entity, the director had no reasonable cause to believe his or her conduct was unlawful, and the director is not finally found to have engaged in a reckless or intentional unlawful act.

(b) *No Indemnification Permitted in Certain Circumstances.* The corporation shall not indemnify a director under this provision (i) in connection with a proceeding by or in the right of the corporation in which the director was adjudged liable to the corporation; or (ii) in connection with any other proceeding charging improper personal benefit to the director, whether or not involving action in his or her official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by him or her.

(c) *Indemnification in Derivative Actions Limited.* Indemnification permitted under this Section 34 of these Bylaws in connection with a proceeding by or in the right of the corporation is limited to reasonable expenses incurred in connection with the proceeding.

35. If a determination is made, following the procedures of Section 8.55 of the Statute that the director has met the following requirements; and if an authorization of payment is made, following the procedures and standards set forth in Section 8.55 of the Statute, then, unless otherwise provided in the articles of incorporation, the corporation shall pay for or reimburse the reasonable expenses incurred by a director who is a party to a proceeding in advance of final disposition of the proceeding, if (1) the director furnishes the corporation a written affirmation of his or her good faith belief that the director has met the standard of conduct described in Section 34 of these Bylaws; (2) the director furnishes the corporation a written undertaking, executed personally or on his or her behalf, to repay the advance if it is ultimately determined that the director did not meet the standard of conduct (which undertaking must be an unlimited general obligation of the director but need not be secured and may be accepted without reference to financial ability to make repayment); and (3) a determination is made that the facts then known to those making the determination would not preclude indemnification under Section 34 of these Bylaws or Chapter 8, Subchapter 5 of the Statute.
36. Unless otherwise provided in the articles of incorporation, the board of directors may indemnify and advance expenses to any officer, employee, or agent of the corporation, who is not a director of the corporation, to the same extent as a director, as determined by the general or specific action of the board of directors.
37. Unless limited by the articles of incorporation, a corporation shall indemnify a director

and an officer of the corporation in accordance with Sections 8.52 and 8.56 of the Statute.

38. Notwithstanding the foregoing, no individual for whom indemnification is intended hereunder shall be indemnified for any cost or liability for which coverage and reimbursement are provided under an insurance policy.
39. If the corporation indemnifies or advances expenses to a director in connection with a proceeding by or in the right of the corporation, the corporation shall report the indemnification or advance in writing to the Shareholder with or before the notice of the next Shareholder's meeting.

Adopted as of the ___ day of _____, 2016.

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

June 23, 2016

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 1.001
University Board of Trustees Powers and Duties

PROPOSED BOARD ACTION

Approve Public Notice of Intent to amend Board of Governors Regulation 1.001
University Board of Trustees Powers and Duties.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, and Board of Governors Regulation
Development Procedure.

BACKGROUND INFORMATION

An amendment is being proposed to Board of Governors Regulation 1.001 University
Board of Trustees Powers and Duties to conform with changes in Section 1001.71,
Florida Statutes, as contained in House Bill 7029 which become effective July 1, 2016.
The amended regulation also requires university boards of trustees to keep and within
two (2) weeks after board of trustees meetings to post prominently on the university's
website detailed meeting minutes for all meetings, including the vote history and
attendance of each trustee.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23,
2006, the Board is required to provide public notice by publication on its Internet Web
site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Amended Regulation 1.001

Facilitators/Presenters: Ms. Vikki Shirley

1.001 University Board of Trustees Powers and Duties

- (1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.
- (2) Composition of Boards; Membership and Organization.
- (a) Each university shall be administered by a board of trustees, consisting of thirteen members dedicated to the purposes of the State University System. Each university board of trustees includes six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Senate. All trustees are required to attend a Board of Governors orientation session, preferably prior to service on the university board. The chair of the faculty senate, or the equivalent, and the president of Student Government, or the equivalent, are also members. Board of trustee members shall serve staggered terms of five years and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices. All members are public officers subject to the requirements of the Florida Code of Ethics.
 - (b) Each board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for two years and may be reselected for one additional consecutive two-year term. Any exception to this term of office must be approved by a two-thirds vote of the board of trustees.
 - (c) The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, attesting to actions of the board of trustees, and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal as provided in section 1001.71, Florida Statutes.
 - (de) The university president shall serve as the chief executive officer and corporate secretary of the board of trustees and shall be responsible to the board of trustees for all operations of the university and for setting

the agenda for meetings of the board of trustees in consultation with the chair.

- (~~ed~~) Members of the boards of trustees shall receive no compensation but may be reimbursed for travel and per diem expenses as provided in section: 112.061, Florida Statutes.
 - (~~fe~~) Each board of trustees shall establish the powers and duties of the university president.
 - (~~gf~~) Each board of trustees shall be a public body corporate with all the powers of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law and equity, and to give and receive donations. In all suits against the board of trustees, service of process shall be made on the chair of the board of trustees or on a university designee.
 - (~~hg~~) Each board of trustees shall be primarily acting as an instrumentality of the state pursuant to section: 768.28, Florida Statutes, for purposes of sovereign immunity.
 - (~~ih~~) Each board of trustees is subject to the public records and open meetings requirements set forth in Article I, section 24 of the Florida Constitution and laws implementing that section.
 - (j) Each board of trustees shall keep and, within two weeks after a board meeting, post prominently on the university's website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee, as provided in section 1001.71, Florida Statutes.
- (3) University Administration and Oversight.
- (a) Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university's mission which shall be otherwise consistent with the mission and purposes of the State University System as defined by the Board of Governors.
 - (b) Each board of trustees may establish committees of the board to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets.
 - (c) Each board of trustees shall adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission. University strategic plans shall be submitted to the Board of Governors for approval.
 - (d) Each board of trustees shall prepare a multi-year workplan/report for the Board of Governors that outlines its university's top priorities, strategic directions, and specific actions and financial plans for

achieving those priorities, as well as performance expectations and outcomes on institutional and systemwide goals. The workplan/report shall reflect the university's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

- (e) Each board of trustees shall have a policy addressing conflicts of interest for its members.
 - (f) Each board of trustees shall maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.
 - (g) Each board of trustees may promulgate regulations and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.
 - (h) Each board of trustees is authorized to secure comprehensive general liability insurance.
 - (i) Each board of trustees may provide for payment of the cost of civil actions against officers, employees, or agents of its board.
 - (j) Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.
 - (k) Each board of trustees may govern traffic on the grounds of the university and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.
 - (l) Each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students, and campus visitors.
 - (m) Each board of trustees is authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.
- (4) Academic Programs and Student Affairs.
- (a) Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to:
 - 1. authorization and discontinuance of degree programs;
 - 2. articulation and access;
 - 3. admission and enrollment of students;
 - 4. minimum academic performance standards for the award of a degree;
 - 5. student financial assistance;
 - 6. student activities and organizations;
 - 7. student records and reports;

8. antihazing, related penalties, and program for enforcement;
9. reasonable accommodation of religious observances; and
10. uniform student code of conduct and related penalties.

Such regulations or policies shall be consistent with any applicable Board of Governors' regulations.

- (b) Each board of trustees shall establish a committee to periodically review and evaluate the student judicial system. At least one-half of the members of the committee shall be students appointed by the student body president.
 - (c) Each board of trustees shall approve the internal procedures of student government organizations.
 - (d) Each board of trustees shall require that institutional control and oversight of its intercollegiate athletics program is in compliance with the rules and regulations of the National Collegiate Athletic Association. The university president is responsible for the administration of all aspects of the intercollegiate athletics program.
- (5) Personnel.
- (a) Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.
 - (b) Each board of trustees shall act as the sole public employer with regard to all public employees of its university for the purposes of collective bargaining, and shall serve as the legislative body for the resolution of impasses with regard to collective bargaining matters.
 - (c) Each board of trustees shall select its university president subject to confirmation of the candidate by the Board of Governors. A presidential search committee shall be appointed to make recommendations to the full board of trustees. The board of trustees shall select a candidate for confirmation by the Board of Governors. Prior to confirmation, the board of trustees shall submit a written description of the selection process and criteria, and the qualifications

of the selected candidate to the Board of Governors for its consideration in confirming the candidate. The candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation of the candidate will be considered. Such meeting will be held as soon as practicable to ensure a timely transition. A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.

- (d) In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors. If it is determined by the board of trustees to be in the best interests of the university, the interim president selected by the board may be delegated full authority to serve as the interim president during the period prior to confirmation by the Board of Governors. Continued service as interim president requires confirmation by the Board of Governors, and the candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation will be considered. Such meeting will be held as soon as practicable to ensure a timely transition.
 - (e) Each board of trustees shall develop guidelines for the annual evaluation of the president.
 - (f) Each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors' strategic goals and priorities, and compliance with systemwide regulations.
- (6) Financial Management.
- (a) Each board of trustees shall be responsible for the financial management of its university and shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.
 - (b) Each board of trustees shall establish tuition and fees in accordance with regulations established by the Board of Governors.
 - (c) Each board of trustees shall establish waivers for tuition and fees pursuant to regulations established by the Board of Governors.
 - (d) Each board of trustees shall engage in sound debt management practices for the issuance of debt by the university and its direct support organizations, and shall comply with the guidelines established by the Board of Governors in connection with the

authorization, issuance and sale of university and direct support organization debt.

- (e) Each board of trustees shall account for expenditures of all state, local, federal, and other funds in accordance with guidelines or regulations established by the Board of Governors, and as provided by state or federal law.
 - (f) Each board of trustees may enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.
 - (g) Each board of trustees shall establish policies and procedures for the performance of annual internal audits of university finances and operations. All reports generated from such audits must be submitted to the Board of Governors after review and acceptance by the board of trustees, or its designee.
 - (h) Each board of trustees and each direct support organization shall submit annual financial statements to the Board of Governors.
- (7) Property and Purchasing.
- (a) Each board of trustees and university direct support organization must obtain prior approval from the Board of Governors before entering into a binding contractual obligation to improve real property that will result in the board or the direct support organization seeking a commitment of state funds for the development, construction, operation, or maintenance of an educational or research facility.
 - (b) Each board of trustees shall have the authority to acquire real and personal property and contract for the sale and disposal of same, and approve and execute contracts for purchase, sale, lease, license, or acquisition of commodities, goods, equipment, and contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price.
 - (c) With respect to state-funded real property acquisitions, each board of trustees may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.
 - 1. The board of trustees may secure appraisals and surveys in accordance with the policies and procedures of the Board of Trustees of the Internal Improvement Trust Fund. Whenever the board of trustees finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are

- contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.
2. The board of trustees may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the board of trustees or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the board of trustees.
 3. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired thereafter with state funds shall vest in the Board of Trustees of the Internal Improvement Trust Fund. With respect to all other real property acquired by a university, such property shall be titled in the name of the university board of trustees, or as the trustees of the university may deem appropriate.
 - (d) Each board of trustees shall submit to the Board of Governors, for approval, plans for all new campuses and instructional centers.
 - (e) Each board of trustees shall administer a program for the maintenance and construction of facilities.
 - (f) Each board of trustees may exercise the right of eminent domain pursuant to the provisions of chapter 1013, Florida Statutes.
 - (g) Each board of trustees shall be responsible for the use, maintenance, protection, and control of, and the imposition of charges for, university-owned or university-controlled buildings and grounds, property and equipment, name trademarks and other proprietary marks, and the financial and other resources of the university.
 - (h) With respect to any funds or real or personal property designated by will, deed, agreement, or court appointment to be held in trust for the benefit of the university, or its students, faculty members, officers, or employees, or otherwise, or for any educational purpose, a university board of trustees is authorized to act as trustee with full legal capacity as trustee to administer such trust property and, in such event, the title thereto shall vest in the board of trustees as trustee. In all such cases, the university board of trustees shall have the power and capacity to do and perform all things as fully as any individual trustee or other competent trustee might do or perform, and with the same rights, privileges, and duties including the power, capacity, and authority to convey, transfer, mortgage, or pledge such property held in trust and to contract and execute all other documents relating to said trust property which may be required for or appropriate to the

administration of such trust or to accomplish the purposes of any such trust. Nothing herein shall be construed to authorize a board of trustees to contract a debt on behalf of, or in any way to obligate, the state; and the satisfaction of any debt or obligation incurred by the board as trustee under the provisions of this section shall be exclusively from the trust property, mortgaged or encumbered.

- (i) Each board of trustees shall prepare and adopt a campus master plan pursuant to section 1013.30, Florida Statutes.
 - (j) Each board of trustees shall prepare, adopt, and execute a campus development agreement pursuant to section 1013.30, Florida Statutes.
 - (k) Each board of trustees may authorize the rent or lease of parking facilities, provided that such facilities are funded through parking fees or parking fines imposed by a university. A board of trustees may authorize a university to charge fees for parking at such rented or leased parking facilities and parking fines.
 - (l) Each board of trustees shall promulgate regulations that establish basic criteria related to the procurement of commodities and contractual services.
 - (m) Each board of trustees shall be responsible for the fire safety and sanitation of public educational and ancillary plants.
- (8) Miscellaneous Powers and Duties.
- (a) Each board of trustees is authorized to form such corporate entities as are necessary to establish and maintain faculty practice plans for the collection, distribution, and regulation of fees generated by faculty members engaged in the provision of healthcare services to patients as an integral part of their academic activities and employment as faculty. Each such faculty practice plan must be adopted by the board of trustees in accordance with regulations of the Board of Governors and approved by the Board of Governors.
 - (b) Each board of trustees is authorized to establish direct support organizations and university health services support organizations and certify them to use university property, facilities, and services.
 - (c) Each board of trustees may establish educational research centers for child development.
 - (d) Each board of trustees is authorized to protect, develop, and transfer the work products of university personnel and other university agents and contractors, which authority shall include but not be limited to licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks on such products. Each board of trustees shall have policies and procedures concerning the work products of university personnel that facilitate technology development and

transfer for the public benefit. Such policies must include, without limitation, provisions that take into account the contributions of university personnel in the development of work products and that require any proceeds from such work products be used to support the research and sponsored training programs of the university.

- (e) Each board of trustees is responsible for compliance with all applicable laws, rules, regulations, and requirements.
- (f) Each board of trustees shall perform such other duties as provided by the Board of Governors, or as each board of trustees may determine are necessary or appropriate for the administration of the university so long as the trustees comply with any applicable laws and Board of Governors' regulations and policies.

Authority: Section 7(c), Art. IX, Fla. Const.; History: Resolution 1-07-03, New 3-26-09, Amended 09-16-10, _____.

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

June 23, 2016

SUBJECT: Public Notice of Intent to Approve Board of Governors Regulation 1.002
Presidential Search and Selection

PROPOSED BOARD ACTION

Approve Board of Governors Regulation 1.002 Presidential Search and Selection

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors' Regulation
Development Procedure

BACKGROUND INFORMATION

A new regulation is being proposed to implement best practices related to conducting presidential searches and the selection of university presidents. The proposed regulation clarifies the roles and responsibilities of the university boards of trustees, search committees, the Board of Governors, and the Chancellor with respect to the search and selection process.

The Board approved the public notice of intent to create the new regulation at the May 12, 2016 meeting, and the proposed regulation was posted on the Board's website for public comment. One comment was received requesting a technical change to subparagraph 1.002(c)v to reflect that individuals identified by a search committee as potential candidates may be those who apply, are nominated, or are recruited. Board staff recommends revising the regulation to make this technical change. The proposed regulation, as revised, is included in the agenda packet.

Supporting Documentation Included: Regulation 1.002

Facilitators/Presenters: Governor Ned Lautenbach

Regulation 1.002 Presidential Search and Selection

(1) Pursuant to a delegation of authority from the Board of Governors, each board of trustees is responsible for conducting a search and selecting a candidate to serve as the president of the institution, subject to confirmation of the candidate by the Board of Governors. To ensure that the search process is transparent, robust, and designed to attract highly qualified individuals, each university board of trustees must conduct the search process in accordance with the following criteria:

(a) The Chair of the board of trustees, in consultation with the Chair of the Board of Governors, shall appoint the members of a search committee comprised of no more than 15 members, one of whom must be a member of the Board of Governors and at least three of whom are members of the board of trustees. Committee members selected to serve on the search committee should consist of individuals from the institution's faculty, the student body, the institution's foundation board, and, if applicable, the institution's financing corporation board. However, none of the individuals selected to serve on the search committee should hold positions that report directly to the president. In addition, the Chair of the board of trustees should consider appointing alumni, donors, and/or members from the community where the institution is located to serve on the search committee. The Chair of the board of trustees will appoint a trustee member of the search committee to serve as chair of the committee.

(b) After the search committee is formed, the board of trustees or its designee:

i. shall obtain an executive compensation analysis that encompasses all components (salary, benefits, bonuses, and all other forms of remuneration) and that takes into consideration compensation paid to the current president, presidents of peer institutions, as well as other relevant factors (such as market trends, the available qualified pool and relevant competition for candidates), from which the search committee will establish a range of compensation that will be submitted to the board of trustees for approval and use by the board of trustees or its designee in negotiating the employment contract with the final candidate;

ii. may retain the services of an executive search firm/consultant, subject to a competitive procurement process or use of a competitively procured, pre-qualified list, if total compensation will exceed the threshold established in Board Regulation 18.001; and any search firm/consultant that is retained should be familiar, or demonstrate its ability to become familiar, with Florida's Sunshine laws in chapters 119 and 286, Florida Statutes, as applicable to executive searches; and

iii. shall provide a charge to the search committee that outlines the scope of the search, the estimated timeline for the search, and the committee's responsibilities.

(c) The search committee, assisted by the executive search firm/consultant (if retained), will be responsible for:

i. oversight of a webpage on the institution's website that includes a link to the home page for meetings of the search committee (notices, agendas and materials), updated lists of persons who have submitted applications, and information on the means of providing stakeholder input, which shall be maintained for purposes of transparency;

- ii. establishing a calendar of public events for the process as they are planned that takes into account the need to align the timing of the selection process with the estimated timeline specified by the board of trustees to the extent feasible, and meeting dates of the board of trustees, and of the Board of Governors for purposes of the confirmation process;
- iii. developing recommended position criteria that are consistent with the institution's mission, strategic plan and aspirational goals, which shall be approved by the board of trustees;
- iv. approving a marketing plan, that will be submitted to the board of trustees;
- v. identifying individuals ~~who may apply, be nominated, or recruited, through the use of a nomination, application, and recruitment process,~~ taking into consideration their experience, qualifications and leadership capabilities under the position criteria to produce a pool of qualified applicants;
- vi. vetting applicants by, at a minimum, ensuring that available public records and online resources are checked in order to narrow the pool of qualified applicants who will be invited to participate in interviews with the search committee and that the references of candidates to be referred to the board of trustees are thoroughly checked;
- vii. determining, under the position criteria, the applicants to be interviewed by the search committee and conducting those first applicant interviews; and
- viii. recommending an unranked list of applicants who are qualified under the position criteria to further the institution's mission, goals and priorities for on-campus meetings or forums with faculty, students, and other stakeholders and for consideration and on-campus interviews by the board of trustees. The search committee is required to submit more than two qualified applicants to the board of trustees for consideration, other than in exceptional circumstances making fulfillment of this requirement infeasible. If more than one candidate is not coming forward, the board of trustees must be notified of the reason and may decline to act.

(d) The board of trustees or its designee, with the assistance of the executive search firm/consultant (if retained), shall then be responsible for:

- i. ensuring that at least a preliminary criminal, financial, education and professional background check is conducted for the candidates who are recommended by the search committee to interview with the board of trustees; ensuring that additional screening of those candidates is conducted by contacting other persons or entities that can provide additional information relevant to the position criteria on the candidate's job performance in his or her current and past positions, an assessment of the candidate's leadership capabilities and management style, ability to work with various stakeholders, and expected effectiveness as an advocate for the institution and the State University System; and ensuring that a background check of the president-elect is finalized prior to recommendation of the president-elect to the Board of Governors for confirmation;
- ii. selecting final candidates for on-campus meetings with faculty, students, the board of trustees, and other stakeholders;
- iii. selecting a final qualified candidate under the position criteria as president-elect for recommendation to the Board of Governors for confirmation;

iv. drafting an employment contract or a detailed term sheet covering the financial and key performance terms, to be reviewed by the Board of Governors general counsel prior to execution for compliance with state law, that is consistent with the compensation range approved by the board of trustees, and that is contingent upon confirmation of the candidate by the Board of Governors (with any term sheet being followed by such a contract); and

v. submitting a written description of the selection process and criteria, the president-elect's qualifications, and a summary of the material employment contract terms to the Board of Governors for consideration in the confirmation process. The president-elect is not eligible to commence employment with the institution prior to confirmation by the Board of Governors and execution of the employment contract required under subparagraph (1)(d)(iv) with a copy provided to the Board of Governors.

(2) The Chancellor shall brief the president-elect in preparation for the meeting at which the candidate shall be presented to the Board of Governors for confirmation.

(3) The president-elect shall personally appear before the Board of Governors at a scheduled meeting for an interview as part of the confirmation process. The Chair of the board of trustees, or designee, will describe the search process and introduce the president-elect to the Board. The president-elect should be prepared to respond to questions related to the institution's mission under its strategic plan, general awareness of institutional and system metrics, and any priorities established by the Board of Governors for the institution. As provided in Board of Governors Regulation 1.001(5)(c), a two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.

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

June 23, 2016

SUBJECT: Approval of 2016-17 University Work Plans; Approval of USF Emerging
Preeminent State Research University Five-year Plan

PROPOSED BOARD ACTION

Consider for approval those portions of 2016 University Work Plans associated with the 2016-17 academic year and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation. Consider for approval USF Emerging Preeminent State Research University five-year plan.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002;
Section 1001.7065, Florida Statutes

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with the annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic direction, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The "Strategy" section of the University Work Plan includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2016-17 as well as in out-years.

Universities made brief presentations on their Work Plans to the Strategic Planning Committee, and the Committee took action relative to approving those portions of 2016 University Work Plans associated with the 2016-17 academic year, noting any areas for further dialogue and deliberation.

In the context of their Work Plan presentations, UF and FSU provided updates relative to the Preeminent State Research University Program. Additionally, USF submitted a five-year plan associated with the Emerging Preeminent State Research University Program created by the 2016 Legislature. The Committee Chair will provide a report-out to the full Board as well as any appropriate motions. The full Board's approval of UF's and FSU's Work Plans, and USF's five-year Emerging Preeminence plan will result in the Preeminence and the Emerging Preeminence funding (\$10M for UF and for FSU; \$5M for USF) to be released to the universities.

Supporting Documentation Included:

Provided in Strategic Planning
Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Approve Amended Board of Governors
Regulation 7.008 Waivers and Exemptions of Tuition and Fees

PROPOSED BOARD ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

During the March 17, 2016 meeting the Board approved the public notice of intent to
amend this regulation.

The current regulation limits waivers provided to students who were in the custody of
the Department of Children and Families and students who lack a fixed, regular, and
adequate nighttime residence to 120 hours for any undergraduate degree. This
limitation is consistent with many other waivers or exemptions provided in statute and
Board regulation.

Universities were notified on December 14, 2015 to forgo the limitation identified in this
regulation until further clarification was obtained on the statutory intent for these two
programs.

Public comments were received from the Department of Children and Families. These
comments were technical in nature and have been included in the regulation.

Supporting Documentation Included: Regulation 7.008

7.008 Waivers and Exemptions of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Each university shall have an individual designated as the university liaison to handle student issues and/or questions regarding waivers.

(3) Sponsored Credit Institutes and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit institutes and programs.

(a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.

(b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. "Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.

(c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.

(d) Neither the number of participants nor student credit hours in these institutes and programs may be counted for state-funding purposes.

(4) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(5) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.

(d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(6) Acceleration – Each university board of trustees shall waive tuition and associated fees for students who earn credit in courses toward both a Florida high school diploma and an associate or baccalaureate degree, or students enrolled in a dual enrollment or early admission program.

(7) Florida Department of Children and Families ~~Service Adoptions~~ - Each university board of trustees shall ~~waive~~ exempt from the payment of tuition and associated fees, including lab fees, ~~for~~ any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Families ~~Services~~ or a relative or nonrelative under section 39.5085, Florida Statutes; who was adopted from the Department of Children and Families ~~Services~~ after May 5, 1997; or after spending at least 6 months in the custody of the Department of Children and Families after reaching 16 years of age, was placed in a guardianship by a court after ~~spending at least 6 months in the custody of the Department of Children and Families after reaching 16 years of age.~~ Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be ~~exempted~~ waived. Any student requesting ~~this such an exemption waiver~~ must provide certification of eligibility from the Department of Children and Families ~~Services~~ or its contracted providers to the university in which the student seeks to enroll. This ~~waiver exemption~~ shall remain valid up until the time the student reaches the age of 28, ~~and shall be limited to undergraduate degree programs, and shall not exceed 120 credit hours.~~

(8) School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.

(9) Florida Linkage Institutes – Each university board of trustees shall exempt up to 25 full-time equivalent students per year from the payment of out-of-state fee and out-of-state financial aid fee for students enrolled through the Florida Linkage Institutes Program.

(10) Deceased Teacher or School Administrator Employed by a Florida District School Board – Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the

teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or school administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

- (a) Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.
- (b) A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in a university must be in good standing with the institution to receive the benefits provided herein.
- (c) A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

(11) Homeless – Each university board of trustees shall waive tuition and associated fees for ~~up to a total of 120 credit hours for an undergraduate degree program or for any undergraduate degree program that exceeds 120 hours approved pursuant to Regulation 8.014~~ for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(12) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

- (a) Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;
- (b) Is currently, and was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and

- (c) Submits to the state university the DD-214 form issued at the time of separation from service as documentation that the student has received a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.
- (d) A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(13) State Employees - Each university board of trustees shall waive tuition and associated fees for up to 6 credit hours per term on a space available basis for state employees.

(14) University Employees - Each university board of trustees may allow full-time university employees to enroll up to 6 credit hours of tuition-free courses per term on a space available basis.

(15) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses

being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(16) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

- (a) Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.
- (b) Certificates shall be valid for three years from date of issuance.
- (c) Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.
- (d) To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.
- (e) Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.
- (f) Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(17) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(18) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(19) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university; remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to the act or offense.

(20) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(21) Public School Classroom Teacher – Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district’s regular school day.

(22) Veterans – Each university board of trustees shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) who physically reside in Florida while enrolled at a university. Persons who are entitled to and uses educational assistance provided by the United States Department of Veterans Affairs also qualify for this waiver if they physically reside in Florida while enrolled at the university in any term beginning after July 1, 2015. Tuition and fees charged to a veteran or person who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same program.

(23) Nonresident Waiver – Each university board of trustees shall waive out-of-state fees, including the out-of-state financial aid fee, for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

- (i) Attended a secondary school in this state for three consecutive years immediately before graduating from a high school in this state;
- (ii) Apply for enrollment in an institution of higher education with 24 months after high school graduation; and
- (iii) Submit an official Florida high school transcript as evidence of attendance and graduation.

The waiver is applicable for 110 percent of the required credit hours of the undergraduate degree or certificate program for which the student is enrolled.

A state university student granted an out-of-state fee waiver must be considered a nonresident student for purposes of calculating the system-wide total enrollment of nonresident students as limited in Regulation 7.006.

A student who is granted an out-of-state fee waiver is not eligible for state financial aid.

Each university shall, within the nonresident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to paragraph 22 over a student who is granted an out-of-state fee waiver under this paragraph.

(24) Child Protection and Child Welfare Personnel – Employees as defined in section 402.403, Florida Statutes, who are enrolled in an accredited master’s degree in social work or a certificate program, and maintain at least a grade of ‘B’ in all courses are exempt from tuition and fees.

(a) Eligible employees shall have an approved Department of Children and Families, community-based agency or a subcontractor waiver form stating that the necessary employment qualifications have been met.

(25) Each university shall report the purpose, number, and value of all fee waivers granted annually in a format prescribed by the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12, 11-21-13, 11-06-14, 09-03-15, 06-23-2016.

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

June 23, 2016

SUBJECT: Performance-Based Funding Allocation

PROPOSED BOARD ACTION

The Committee will consider a change to the 2015-2016 performance funds allocation and the allocation of performance funds for the 2016-2017 fiscal year.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Approved Performance Funding Model

BACKGROUND INFORMATION

There are two items for discussion regarding performance based funding:

First, the Board approved an allocation of the 2015-2016 performance funds in June, 2015. A recent review of the Academic Progress Rate data (Metric 5) used in performance funding identified a programmatic error that impacted four universities (FIU, FSU, USF and UWF) that resubmitted data to the Board's Information Resource Management office in early 2015. This programmatic error led to the overstatement of the Academic Progress Rate for these four universities. The corrected Progress Rate for FIU impacts the calculated performance based funding points for the current year distribution. We have attached the calculations for your information.

Previous rankings for the top three schools (in this case top four schools due to a tie) were UF (44), USF (42), FIU (39) and UCF (39). With corrected data and a recalculation of points, the new scores are UF (44), USF (42), UCF (39) and FIU (38). FIU drops out of the top three and therefore is ineligible for the additional performance funds calculated as part of the model.

FIU received an original allocation of \$18,599,436, however, using their corrected data, their allocation should have been \$16,251,603, a difference of \$2,347,833. These funds should have been allocated to the top three universities in accordance with the model. Attached is a summary of the corrected PBF allocation for the 2015-2016 fiscal year.

Second, the 2016 General Appropriations Act includes \$500 million for Performance Based Incentives. This includes \$225 million in state investments, plus \$275 million in

institutional investments to be distributed pursuant to the Board's performance based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned based on metrics included in the Accountability Report provided to the Board at the March meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

June 23, 2016

SUBJECT: 2017-2018 Legislative Budget Request Guidelines

PROPOSED BOARD ACTION

Approve the 2017-2018 Legislative Budget Request (LBR) guidelines for the operating budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

In order to maintain the schedule for developing the LBR in a timely manner, the Board needs to approve a set of policy guidelines for the development of the 2017-2018 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2017-2018 operating and fixed capital outlay LBR at the September 2016 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR** - These are the primary changes:
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.
 - b. Adds a request for consideration of funding support for the annual costs of the State Fire Marshalls inspection of university facilities.
 - c. Adds a request for consideration of funding support for Campus Health, Safety and Security initiatives.

- II. **Fixed Capital Outlay LBR** - This is the primary changes:
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.001
Tuition and Associated Fees

PROPOSED BOARD ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.001
Tuition and Associated Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

This regulation is being amended to incorporate the changes in House Bill 7019 that
eliminated the statutory authority to delegate increases in tuition for graduate and
professional programs or the out-of-state fees for all programs. Language is also
provided on the minimum information that is to be submitted to the Board.

The regulation is also amended to require any increases in tuition rates for approved
market tuition programs to be considered by the Board.

The draft amended regulation was shared with the universities for comments.

If approved, the amended regulation will be noticed on the Board's website for 30 days
with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Information located in the Budget & Finance
Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.003
Fees, Fines and Penalties

PROPOSED BOARD ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.003
Fees, Fines and Penalties.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

This regulation is being amended to incorporate changes made in House Bill 5003
which requires the average of all of the distance learning fees assessed by a university
to not exceed \$30 per credit hour.

This change has been shared with the universities.

If approved, the amended regulation will be noticed on the Board's website for 30 days
with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Information located in the Budget & Finance
Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees

PROPOSED BOARD ACTION

Approve the public notice of intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

Several changes are being made to address statutory changes approved during the 2016
session.

House Bill 799 amends section 1009.26(14), Florida Statutes, by waiving out-of-state fees
for active duty service members of the Armed Forces of the United States residing or
stationed outside of Florida. This means all enrolled active duty service members
should be charged an equivalent amount of tuition and fees per credit hour as charged
to a resident student in the same course.

House Bill 1157 amends section 1009.26(8), Florida Statutes, by modifying the Purple
Heart waiver to allow recipients of a Purple Heart or other combat decoration superior
in precedence who were residents of the state at the time of military action to receive
the tuition and fee waiver, no matter where the recipients are currently residing.
Additionally, the legislation allows for the waiver of tuition and fees for recipients
currently living in Florida whose home of record at the time of military action was
another state.

House Bill 7040 modified the welfare transition program exemption which has been
added to the regulation.

These changes have been shared with the universities.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 9.007
State University Operating Budgets

PROPOSED BOARD ACTION

Approve the public notice of intent to amend Board of Governors Regulation 9.007 State University Operating Budgets.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being amended to incorporate the appropriation change that created a separate budget entity for the FAMU/FSU College of Engineering. Separate reporting of budgets and expenditures are required.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Create Board of Governors Regulation 5.001
Performance Based Funding

PROPOSED BOARD ACTION

Approve the public notice of intent to create Board of Governors Regulation 5.001
Performance Based Funding.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Procedure

BACKGROUND INFORMATION

This regulation will implement House Bill 7029 which codifies the Board's performance
based funding model.

The regulation provides guidance on the following:

- Includes the four guiding principles;
- Measures excellence and improvement;
- Sets 51 points as the threshold to be eligible for the State's investment;
- Describes the distribution methodology for the State investment;
- Sets 51 points as the threshold for an university to have its institutional investment restored;
- Establishes the criteria for a university implementing an improvement plan when scoring 50 points or fewer;
- Limits a university to only one improvement plan starting July 1, 2016;
- Discusses the improvement plan review process and how funds are distributed if a university had previously submitted an improvement plan or is not successful in implementing the improvement plan; and
- Requires an annual report shall be submitted to the Legislature and Governor.

The draft regulation was shared with the universities.

If approved, the regulation will be noticed on the Board's website for 30 days with final

approval by the Board at the September 22, 2016 meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Create Regulation 7.007 Latin American and Caribbean Scholarship Eligibility and Rule 72-1.002 Latin American and Caribbean Scholarship Eligibility

PROPOSED BOARD ACTION

Approve Public Notice of Intent to create Regulation 7.007 entitled Latin American and Caribbean Scholarship Eligibility and Rule 72-1.002 entitled Latin American and Caribbean Scholarship Eligibility.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, section 7, Florida Constitution, sections 1009.21 and 1011.43, Florida Statutes, and Board of Governors Regulation Development Procedure.

BACKGROUND INFORMATION

A new regulation is being proposed to establish criteria for the award of Latin American and Caribbean Scholarships. This new regulation (1) permits universities to create a Latin American and Caribbean Scholarship; (2) establishes minimum student eligibility requirements; (3) designates all recipients of the Latin American and Caribbean Scholarships as residents for tuition purposes; (4) classifies which state and federal funds may be used to fund Latin American and Caribbean Scholarship; (5) establishes minimum scholarship amounts; (6) lists which countries qualify as Latin American and Caribbean; and (7) provides university reporting requirements.

A workgroup comprising of SUS attorneys, the Inspector General, and Board Office Academic and Student Affairs representatives initially reviewed proposed new Regulation 7.007 and Rule 72-1.002. Following input by the SUS Admission and Registrar's Committee, this regulation was reviewed by the Council of Counsels, Council of Academic Vice Presidents, Council of Student Affairs, and Financial Aid Directors.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation. The Board will also promulgate new Rule 72-1.002 on Latin American and Caribbean Scholarship Eligibility with identical language to Regulation 7.007. The rule will be in Chapter 72 of the

Florida Administrative Code.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2016**

SUBJECT: Market Tuition Rate Program

PROPOSED COMMITTEE ACTION

The Committee will consider recommendations from staff on the market tuition rate program.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 – Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university’s continuing education unit when the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 91 market tuition programs under a pilot program. The Board amended Regulation 7.001 in 2014 to extend the pilot program to collect further information. Board staff surveyed the universities this spring and have taken an in-depth look at the programs. A link to the completed surveys can be found on our website at http://www.flbog.edu/about/budget/market_rate_tuition.php. An executive summary is attached for the Committee’s review, however, the staff analysis and recommendations are stated below.

Board staff analysis:

A review of available data and the university survey responses has led Board staff to the following conclusions:

- The “success” of the market tuition rate programs is difficult to determine with any level of certainty because many of the programs are too new to have substantial data on enrollments and completions, while other programs are well established and have been running as market rate or continuing education for several years.

- Some programs have found a steady student base and are generating revenues that fully support the program, but others are still searching to gain such steady footing. Even within the same institution there is mixed success among the programs in terms of enrollments, completions, and revenues to support program operations. An example of a program that has had to lower tuition in order to find success is FSU's Master of Social Work, which lowered tuition in 2014 and had an increase in enrollment.
- The data shows there are some market tuition rate programs that appear to be supplanting or beginning to supplant the institution's state-funded similar offerings. This activity is against Board Regulation 7.001. In some cases there is a reason why a market rate program appears to be supplanting the E&G offering. The Master of Science in Nurse Anesthesia program at USF began to greatly outpace its E&G counterpart program because students were choosing the market rate program in order to have a more convenient location and delivery method.
- Survey respondents largely reported that the major positive result of the market tuition rate program is the administrative relief from the strict cost-recovery requirement for continuing education programs in Board Regulation 8.002. That regulation has historically limited the amount of revenue that can be collected to covering the direct cost of the program or course offerings. This has led to audit findings in some instances when the number of students was less or more than what was projected for a particular cohort, causing a university to collect too much or too little revenue.
- Analysis of the actual program tuition rates reveals that a majority of the market tuition rate program proposals were not seeking a tuition increase, but rather seeking a decrease in out-of-state tuition, or simply moving the program from continuing education in order to avoid the cost-recovery requirement in the Board's Continuing Education Regulation. Staff analysis finds that 44 out of the 91 market tuition rate programs approved fall into these two categories. An example is the Doctor of Pharmacy at UF. The department saw the need to move to market tuition rate in order to lower the out-of-state tuition and attract qualified applicants rather than lower admission standards.

Board staff recommendations:

- Board staff should initiate a process to revise Regulation 8.002, Continuing Education, with the intent of allowing the universities more administrative and fiduciary flexibility available in the market tuition rate pilot. A moratorium on considering new market tuition rate program proposals shall be in effect for 2016 while the Continuing Education Regulation is under revision.
- Beginning in 2017, only market tuition rate program proposals that meet the following criteria would be required to seek approval by the Board of Governors:
 - Proposals that are requesting an increase in tuition rates; and

- Proposals for programs that are considered critical workforce need and lead to initial licensure.
- Board staff should continue to monitor market tuition rate programs annually in terms of tuition rates, enrollments, completions, and comparison to similar state-funded programs. To accomplish this it will be necessary to create better tracking and reporting of continuing education and market rate program students in order to provide all stakeholders with more accurate and timely information.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

June 23, 2016

SUBJECT: State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2016-2017

PROPOSED BOARD ACTION

Discussion and approval of the State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2016-2017

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 20.055, Florida Statutes

BACKGROUND INFORMATION

The Chair of the Audit and Compliance Committee will report on the results of the Audit Committee meeting held June 23, 2016. The Audit Committee reviewed the OIGC Annual Work Plan and is presenting it to the Board of Governors with a recommendation for approval.

Supporting Documentation Included: Information located in the Audit and Compliance Committee materials

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

June 23, 2016

SUBJECT: Exception to 120 credit hours for the Bachelor of Science in Dietetics and Nutrition (CIP 51.3101) at Florida International University

PROPOSED BOARD ACTION

Consider approval of an exception to 120 credit hours for the Bachelor of Science in Dietetics and Nutrition at Florida International University, CIP Code 51.3101

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

Florida International University (FIU) seeks an exception to the 120 credit hours baccalaureate degree requirement for the Bachelor of Science in Dietetics and Nutrition – Coordinated Program track. The Coordinated Program track requires the completion of 12 additional credit hours of supervised practice experience beyond the 120 credit hours of didactic coursework. The supervised practice courses address specialized accreditation requirements associated with the Accreditation Council for Education in Nutrition and Dietetics. Graduates of FIU’s Bachelor in Dietetics and Nutrition Coordinated Program track would be eligible to sit for the licensure examination. Typically, graduates of undergraduate programs in Dietetics are required to complete an additional 1,200 hours of experience either through a coordinated program or a Dietetics Internship to be eligible to sit for the licensure examination. Therefore, FIU’s Bachelor of Dietetics and Nutrition – Coordinated Program track graduates will be able to sit in for the licensure examination. This option would be more affordable for students than the post-graduation dietetics internship option. The FIU program is the only public university in the state that offers its graduates the Coordinated Program option for the Bachelor in Dietetics and Nutrition.

The FIU Board of Trustees approved the exception to 120 credit hours to degree for the Bachelor of Science in Dietetics and Nutrition on March 11, 2016. If approved by the Board of Governors, the exception will become effective Fall 2016.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Exception to 120 credit hours for the Bachelor of Science in Mechanical Engineering (CIP 14.1901) at the University of West Florida

PROPOSED BOARD ACTION

Consider approval of an exception to 120 credit hours for the Bachelor of Science in Mechanical Engineering at the University of West Florida, CIP Code 14.1901

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

The University of West Florida (UWF) seeks an exception to the 120 credit hours baccalaureate degree requirement for the Bachelor of Science in Mechanical Engineering (CIP 14.1901). The program length will be 130 hours to degree. The increase in credit hours is needed because the Accreditation Board of Engineering and Technology requires engineering programs to include 33 credit hours of mathematics and science courses. This request is consistent with existing engineering bachelor's degree programs in the State University System which are approved for exceptions to 120 credit hours to meet accreditation requirements.

The UWF Board of Trustees approved the exception to 120 credit hours to degree for the Bachelor of Science in Mechanical Engineering on March 1, 2016. If approved by the Board of Governors, the exception will become effective Fall 2016.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Ph.D. in Human-Centered Computing (CIP 11.0104), University of Florida

PROPOSED BOARD ACTION

Consider approval of the Ph.D. in Human-Centered Computing at the University of Florida, CIP Code 11.0104

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Florida (UF) is proposing to offer a PhD in Human-Centered Computing. The program will focus on design, construction, and evaluation of computational technologies as they relate to the human condition and their impact on society. The program will require the completion of 90 credit hours beyond a bachelor's degree. Up to 30 credit hours from a master's degree can be transferred into the PhD program.

The PhD in Human-Centered Computing would be the first such program to be offered by a Florida university and the fourth in the nation. The purpose of the program is to train a new generation of computing researchers/developers that design, implement, and evaluate computing systems and technologies in real world or applied contexts.

The UF Board of Trustees approved the program on December 4, 2015. If approved by the Board of Governors, the program will be implemented in Fall 2016.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Ph.D. Youth Development and Family Sciences (CIP 19.0707), University of Florida

PROPOSED BOARD ACTION

Consider for approval the Ph.D. in Youth Development and Family Sciences at the University Florida, CIP Code 19.0707

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Florida (UF) is proposing a Ph.D. in Youth Development and Family Sciences. This research degree is designed to train future faculty members and researchers to conduct instruction and research that address problems, issues, and needs that emerge from the interactions among youth, their families, and the communities in which they live.

The proposed UF Ph.D. in Youth Development and Family Sciences would be the only doctoral program with CIP 19.0707 to be offered by a public university in the state of Florida. The program will require completion of 90 post-baccalaureate credit hours.

The UF Board of Trustees approved the program on April 1, 2016. If approved by the Board of Governors, UF will implement the program effective Fall 2017.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Ph.D. Behavioral and Community Sciences (CIP Code 51.2212), University of South Florida

PROPOSED BOARD ACTION

Consider for approval the Ph.D. in Behavioral and Community Sciences at the University of South Florida, CIP Code 51.2212

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing a Ph.D. in Behavioral and Community Sciences, an interdisciplinary program focusing on research and policy in the area of behavioral health and community sciences. This program prepares graduates to conduct research addressing behavioral health challenges (e.g., mental illness, substance use disorders, co-occurring disorders, developmental delays and disabilities, and behavior disorders) and socio-cultural challenges (e.g., poverty, disparities, homelessness) with the goal of improving community services through early intervention, integrated care, policy and system change, and positive behavioral interventions and support.

The proposed USF Ph.D. in Behavioral and Community Sciences would be the only doctoral program with CIP 51.2212 to be offered by a public university in the state of Florida. The program will require completion of 90 graduate credit hours.

The USF Board of Trustees approved the program on March 3, 2016. If approved by the Board of Governors, USF will implement the program effective Fall 2017.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Ph.D. in Linguistics and Applied Language Studies (CIP 16.0102),
University of South Florida

PROPOSED BOARD ACTION

Consider approval of the Ph.D. in Linguistics and Applied Language Studies at the University of South Florida, CIP Code 16.0102

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing to offer a PhD in Linguistics and Applied Language Studies. The program will focus on addressing practical, everyday problems related to language. As an applied discipline, it is centered upon problems such as how writing is used by different disciplines to construct professional expertise, and in defining and measuring language abilities. The purpose of the program is to train new researchers who will contribute to research and education in Applied Linguistics, as they promote principled approaches to language-related concerns.

The PhD in Linguistics and Applied Language Studies would be the second program in linguistics to be offered by a Florida university. The program will require the completion of 55 credit hours beyond a master's degree.

The USF Board of Trustees approved the program on December 3, 2015. If approved by the Board of Governors, the program will be implemented in Fall 2016.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Amend Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings

PROPOSED BOARD ACTION

Consider approval of Public Notice of Intent to Amend Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 8.011 establishes the criteria and process for proposing and implementing new academic degree programs in the State University System of Florida. The proposed amendments to this regulation will:

1. Clarify that the regulation includes both criteria and administrative processes for new academic program authorization;
2. Incorporate by reference the Council of Academic Vice Presidents' pre-proposal review process established pursuant to Regulation 8.004;
3. Establish a CIP Code change process for existing degree programs; and
4. Clarify that each university shall establish specified policies for academic degree offerings away from the main campus per Regulations 8.002, 8.004, and 8.009.

Preliminary regulation amendments were reviewed by the university General Counsels, Council of Academic Vice Presidents, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Public Notice to Amend Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments

PROPOSED BOARD ACTION

Consider approval of Public Notice to Amend Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 8.012 establishes the criteria and process for termination of existing degree programs. It is being amended to clarify the termination process and also include suspension of new enrollments in existing degree programs. This will better differentiate between two actions which are frequently misunderstood or confused with each other. The proposed amendments to this regulation will:

1. Include a new criterion that program termination may be due to faculty or other resources no longer being sufficient to deliver a high-quality program;
2. Require that Florida College System institutions be notified when a baccalaureate program is being considered for termination;
3. Clarify that terminations must be approved prior to the effective term date (no retroactive terminations); and
4. Provide criteria and process for temporary suspension of new enrollments in an existing academic program.

Preliminary regulation amendments were reviewed by the university General Counsels, Council of Academic Vice Presidents, Council of Student Affairs, SUS health center directors, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Public Notice of Intent to Amend Regulation 8.014 Bachelors' Degree
Exceptions to 120 Credit Hours Requirements

PROPOSED BOARD ACTION

Consider approval of Public Notice of Intent to Amend Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirements

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Section 1007.25, Florida Statutes, require that baccalaureate degrees not exceed 120 credit hours in length unless approved to do so by the Board of Governors. Regulation 8.014 establishes the criteria and process for approval of baccalaureate degree programs to exceed the statutory limit. The proposed amendments to this regulation will:

1. Clarify that exception applies to the degree program and all of its majors as defined by Regulation 8.011;
2. Establish a process for identifying approved exceptions in the State University System Academic Degree Program Inventory;
3. Provide flexibility for universities to make incremental adjustments when necessary to a credit hour length previously approved; and
4. Authorize the Chancellor to establish an administrative process to review university requests for incremental adjustments.

Preliminary regulation amendments were reviewed by the university General Counsels, Council of Academic Vice Presidents, Council of Student Affairs, SUS health center directors, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 23, 2016

SUBJECT: Amend Board of Governors Regulation 6.009 Admission of International Students to State University System (SUS) Institutions

PROPOSED BOARD ACTION

Approve amendments to Board of Governors Regulation 6.009 Admission of International Students to State University System (SUS) Institutions

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Regulation 6.009 provides guidance to state universities regarding the admission of qualified international students that adhere to federal laws and regulations pertaining to international students as well as the regulations established by the Board of Governors and university boards of trustees for admission to the institution. Health insurance requirements for international students are expressed for select categories of coverage and minimum requirements are included that will place the university in compliance with federal Department of State regulations.

Preliminary regulation amendments were reviewed by the university General Counsels, Council of Academic Vice Presidents, Council of Student Affairs, SUS health center directors, and other state university staff. The regulation amendment was approved for noticing on March 16, 2016. No concerns were expressed about the language during this notice period.

Supporting Documentation Included: Amended Regulation 6.009

6.009 Admission of International Students to State University System (SUS) Institutions.

(1) Within enrollment, space, and fiscal limitations, eligible international students may be accepted for admission at the appropriate level to an institution in the State University System (SUS). Each university board of trustees shall develop regulations for admission of international students that are consistent with Board of Governors regulations. At a minimum, such regulations shall require that:

- (a) International students are obligated to follow the laws and regulations set by the United States Citizenship and Immigration Services of the United States Department of Homeland Security and the United States Department of State;
- (b) An international applicant must be academically eligible for admission to the program at the level of entrance requested by the applicant. An international student must demonstrate the required level of academic preparation as evidenced by official copies of any academic records needed to ascertain the comparability of the level and quality of the student's previous education and achievement to that required for other students. Universities may choose to use departmental examinations to validate students' claims when official documents are unavailable or insufficient. Academic documents must be translated into English and evaluated by a reputable credential evaluator;
- (c) An international applicant's proficiency in English must be adequate. International students whose first language is not English must demonstrate English language proficiency, as determined by the university. Universities may utilize various methods to determine English language proficiency, such that the method utilized to evaluate an individual student is sufficient to ensure a reasonable chance of academic success. All methods for determining English language proficiency shall be clearly outlined and included in university regulation. For those students demonstrating English language proficiency as measured by the Test of English as a Foreign Language (TOEFL), minimum scores acceptable for admission to an SUS university are 500 on the paper-based test, 173 on the computer-based test, or 61 on the iBT Internet-based test. Universities may set higher minimum TOEFL scores for admission;
- (d) In order for an appropriate official at the university to issue a Certificate of Eligibility (Form I-20 or a DS 2019) to an international applicant, the student must provide documentation showing sufficient resources to cover tuition, fees, books, room and board, health insurance, and other living expenses while enrolled at the university; and
- (e) Each international applicant determined to be academically and financially eligible for admission must submit a health history form including proof of immunizations as required by the university prior to enrollment at the university.

(2) No international student in F or J non-immigrant status shall be permitted to register, or to continue enrollment, at a university without demonstrating that the student, and in the case of J visa holders, that their accompanying spouse and dependents have adequate medical insurance coverage for illness or accidental injury and which includes the following minimum requirements:

- (a) Coverage Period: Policies must provide, at a minimum, continuous coverage for the entire period the insured is enrolled as an eligible student, including annual breaks during that period. Payment of benefits must be renewable;
- (b) Basic Benefits: Room, board, hospital services, physician fees, surgeon fees, ambulance, outpatient services, and outpatient customary fees must be paid at 80% or more of usual, customary, reasonable charge per accident or illness, after deductible is met, for in-network, and 760% or more of usual, customary, and reasonable charge for out-of-network providers per accident or illness;
- (c) Inpatient Mental Health Care: Must be paid at 80% in-network or 60% out-of-network of the usual and customary fees with a minimum 30-day cap per benefit period;
- (d) Outpatient Mental Health Care: Must be paid at 80% in-network or 60% out-of-network of the usual and customary fees for a minimum of 30 (preferably 40) sessions per year;
- (e) Maternity Benefits: Must be treated as any other temporary medical condition and paid at no less than 80% of usual and customary fees in-network or 60% out-of-network;
- ~~(f) Inpatient/Outpatient Prescription Medication: Must include coverage of \$1,000 or more per policy year;~~
- ~~(g)~~ Repatriation: \$25,000 (coverage to return the student's remains to his/her native country);
- ~~(h)~~ Medical Evacuation: \$50,000 (to permit the patient to be transported to his/her home country and to be accompanied by a provider or escort, if directed by the physician in charge);
- ~~(i) Exclusion for Pre-Existing Conditions: First six months of policy period, at most.~~
- ~~(j)~~ Deductible: Maximum of \$50 per occurrence if treatment or services are rendered at the Student Health Center; maximum of \$100 per occurrence if treatment or services are rendered at an off-campus ambulatory care or hospital emergency department facility;
- ~~(k)~~ Minimum coverage: \$2100,000 for covered injuries/illnesses per accident or illness per policy year;
- (l) Insurance Carrier must, at a minimum, meet the rating requirements specified in Part 62.14(d) of Title 22 of the Code of Federal Regulations;
- ~~(m)~~ Policy must not unreasonably exclude coverage for perils inherent to the student's program of study;
- ~~(n)~~ Claims must be paid in U.S. dollars payable on a U.S. financial institution;
- ~~(o)~~ Policy provisions must be available from the insurer in English.

(3) ~~Any e~~ Changes in status that may affect an international student's visa category, ~~employment, or~~ classification as a nonresident alien for tax purposes may alter minimum insurance requirements as provided in this regulation and may require compliance with the Patient Protection and Affordable Care Act codified in 42 U.S.C. section 18001 et seq. ~~A student should consult with the appropriate university official t~~ To ensure continued satisfaction of minimum insurance requirements, a student should consult with a qualified tax professional if a change in status may affect they have changes in their visa category, employment, or classification as a nonresident alien for tax purposes and promptly notify the appropriate university official of any changes in their insurance plan.

Authority: Section 7(d), Art. IX, Fla. Const., History-Adopted 7-6-72, 12-17-74, Amended 6-21-83, 8-11-85, Formerly 6C-6.09, Amended 12-9-91, 9-27-07, Amended and Renumbered 1-29-09.

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

June 23, 2016

SUBJECT: Approval of 2016-17 CITF Project Allocations

PROPOSED BOARD ACTION

Approve the 2016-2017 university CITF project allocations.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

BACKGROUND INFORMATION

The 2016 General Appropriations Act included funding of \$35,000,000 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

Funds in Specific Appropriation 18 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved November 5, 2015. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.

Attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Also indicated are any projects with prior year funding which the university has requested to be re-allocated to a different project. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting.

In some instances, completion of the desired project will require additional funding and has been provided for informational purposes. The Board has not yet determined what amount will be requested during the 2017-2018 LBR cycle.

Supporting Documentation Included: Information located in the Facilities Committee materials

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

June 22, 2016

SUBJECT: 2017-2018 Legislative Budget Request Guidelines

PROPOSED BOARD ACTION

Approve the 2017-2018 Legislative Budget Request (LBR) guidelines for the fixed capital outlay budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

In order to maintain the schedule for developing the LBR in a timely manner, the Board needs to approve a set of policy guidelines for the development of the 2017-2018 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2017-2018 operating and fixed capital outlay LBR at the September 2016 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR** - These are the primary changes:
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.
 - b. Adds a request for consideration of funding support for the annual costs of the State Fire Marshalls inspection of university facilities.
 - c. Adds a request for consideration of funding support for Campus Health, Safety and Security initiatives.

- II. **Fixed Capital Outlay LBR** - This is the primary changes
 - a. Updates the timeline to reflect the start of the 2017 session in March, 2017.

Supporting Documentation Included: Information located in the Facilities Committee materials

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

June 23, 2016

SUBJECT: University of Central Florida Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed University of Central Florida 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 UCF, 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 met. In addition to UCF and Board staff, the team included staff from UWF, UNF, FGCU and UF. The completed Educational Plant Survey Report was approved by the UCF Board of Trustees on January 28, 2016:

<http://fp.ucf.edu/sites/default/files/resources/UCF%20EPS%20WORKBOOK%202015-2016%20-%20BOG%20%285-23-16%29.pdf>

This survey covers the period July 1, 2016 through June 30, 2021.

A summary of the Survey Team recommendations is attached (see Survey Team Recommendations). The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, 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 located in the Facilities Committee materials

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

June 23 2016

SUBJECT: Florida Atlantic University Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed Florida Atlantic University 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 FAU, 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 met. In addition to FAU and Board staff, the team included staff from FAMU, FPU, FSU, FGCU and USF. The completed Educational Plant Survey Report was approved by the FAU Board of Trustees on May 17, 2016 – for the complete document see: http://www.fau.edu/facilities/osua/info/FAU_Survey_Book_2015%20.pdf

This survey covers the period July 1, 2016 through June 30, 2021.

A summary of the Survey Team recommendations is attached (see Survey Team Recommendations). The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, 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 located in the Facilities Committee materials