



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

# Agenda and Meeting Materials February 19, 2015

Ballroom, Student Union  
Tallahassee Community College  
444 Appleyard Drive  
Tallahassee, Florida 32304



**ACTIVITIES  
BOARD OF GOVERNORS MEETINGS**

**Ballroom, Student Union  
Tallahassee Community College  
Tallahassee, Florida 32304  
February 19, 2015**

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

**Thursday, February 19, 2015**

**9:00 a.m.                      Board of Governors – Regular Meeting**  
Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz  
All Board members

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





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Board of Governors Meeting  
Ballroom, Student Union  
Tallahassee Community College  
Tallahassee, Florida 32304  
February 19, 2015  
9:00 a.m. – 5:00 p.m.

1. **Call to Order and Opening Remarks:** *Chair Mori Hosseini*
2. **Public Comment regarding Construction Projects:** *Chair Hosseini*
3. **A Resolution of the Board of Governors Approving Florida International University to Enter into a Sublease for the Construction, Operation and Maintenance of Student Housing on the Biscayne Bay Campus of FIU:**  
*Mr. Chris Kinsley, Assistant Vice Chancellor, Finance and Facilities*
4. **Adding Project Funding to the 2015-2016 Fixed Capital Outlay Legislative Budget Request:** *Mr. Kinsley*
  - A. **UCF Downtown Project:** *Mr. Kinsley; Dr. John Hitt, President; Dr. A. Dale Whittaker, Provost and Vice President for Academic Affairs, UCF*
  - B. **USF Health College of Medicine Project:** *Mr. Kinsley; Mr. Brian Lamb, Vice Chair, USF Board of Trustees; Dr. Charles Lockwood, Senior Vice President for USF Health*
  - C. **UF Norman Hall Remodel:** *Mr. Kinsley*

5. **Public Comment regarding the FAMU-FSU Joint College of Engineering:**  
*Chair Hosseini*
6. **Florida Agricultural and Mechanical University – Florida State University Joint College of Engineering Study:** *Dr. Jan Ignash, Vice Chancellor, Academic and Student Affairs*
  - Overview of Final Report: *Dr. James Bean, and Dr. Robert Dixon, Collaborative Brain Trust University Consulting*
7. **Concluding Remarks and Adjournment:** *Chair Hosseini*

(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**

February 19, 2015

**SUBJECT:** Chair's Report and Opening Remarks

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Chair, Mori Hosseini, will convene the meeting with opening remarks.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Mori Hosseini

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

February 19, 2015

**SUBJECT:** Public Comment Regarding Construction Projects

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**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.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Mori Hosseini

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

February 19, 2015

**SUBJECT:** A Resolution of the Board of Governors Approving Florida International University to enter into a sublease for the construction, operation and maintenance of student housing on the Biscayne Bay Campus of the Florida International University.

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**PROPOSED BOARD ACTION**

Adoption of a resolution approving of Florida International University ("FIU") entering into a sublease for the construction, operation and maintenance of the Project with NCCD-Biscayne Properties LLC ("Owner"). If approved, FIU will enter into a 40-year Agreement and Ground Lease with the Owner on which a student housing facility will be constructed.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, has reviewed this resolution and all supporting documentation for compliance with Florida law and, to the extent applicable, the Board of Governor's Debt Management Guidelines. There is no statutory framework authorizing universities to use public-private partnerships to finance university facilities. FIU is seeking permission from the Board of Governors to use the authority provided in s. 1013.171, which authorizes university boards of trustees to enter into lease agreements with private entities for the purpose of constructing a facility that meets the needs and purposes of the university, to enter into the necessary lease and sublease arrangements for the proposed Project.

The duration of the debt (34 years) and the debt service structure (ascending for the first five years) are not consistent with the Board of Governors' Debt Management Guidelines. While not in compliance with the Debt Guidelines, nevertheless, based upon this review, it appears that the Project is in compliance with section 1013.171, Florida Statutes.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.171, Florida Statutes

**BACKGROUND INFORMATION**

The Florida International University has reviewed a proposal for entry into a sublease for the construction of a student residence facility ("the Project") utilizing a Public-

Private Partnership arrangement. The proposed project is to be located on the Biscayne Bay Campus ("BBC"), approximately 26 miles from the main campus of the Florida International University. The Project will be funded by bonds issued through the Miami-Dade Industrial Development Authority and secured by gross Project revenues, with no other debt outstanding, with a lien on the Project. Bonds issued to fund the Project will mature thirty-four (34) years after issuance and debt service is ascending in the first five years. The duration of the debt and the debt service repayment structure are both inconsistent with the Debt Management Guidelines, as previously expressed. The Project will be a 410 bed, 200,682 gross square foot, nine-story building with amenities such as an outdoor pool and approximately 205 parking spaces.

The University Board of Trustees has requested approval from the Board of Governors to enter into a sublease for the housing. FIU is not legally obligated to pay debt service or maintain the Project. In the event actual rental revenue is insufficient to operate the Project and pay debt service, FIU could exercise its option to purchase the Project at fair market value or may feel obligated to cover these expenses given the location of the Project on the BBC.

The Florida International University Board of Trustees, at its December 10, 2014 meeting, approved the Project and the sublease.

The Board of Governors' Facilities Committee placed this item previously on its January 21, 2015 agenda. The item was deferred in order for FIU to address questions raised regarding the Project. FIU has responded to these questions per the attached memo and revised student cost projections (See FIU Memo and Rental Rate Comparison Document):

- FIU reduced its forecast for rental rates for the least expensive housing unit option in the Project, which comprise 62% of the proposed beds available, from \$12,487 to \$11,608.
- The rental rate for the lowest cost housing unit in the Housing System on the main campus is projected to be \$11,441 in academic year 2016-17 as compared to \$11,608 for the Project.
- Revised assumptions for Project rental rates in the lowest cost housing unit are projected to start at about 1.5% higher than those charged for the Housing System on the main campus, after revising Housing System rental rates 0.8% higher. Rental rates for the other unit types in the Project are projected to start about 4.0% higher than the Housing System rental rates for comparable units.
- As illustrated by the attached schedule of housing unit costs, the debt structure (34 years and ascending in the first five years), while not in compliance with the

Debt Guidelines, results in a lower cost unit option of \$11,608 as compared to \$12,941 for a debt structure that is compliant with the Guidelines. The ascending debt service structure during the first five years requires a 3% annual rental rate increase to cover higher annual debt service costs and maintain 1.20 times debt service coverage.

- If actual results follow the Project pro-forma, rental rates are scheduled to increase 3% annually, resulting in a rental rate for the lowest cost unit option of \$13,860 in 2023 when debt service becomes level and \$27,355 at the end of a 30-year period.
- Issuing 34-year debt with ascending debt service payments during the first five years results in a lower annual debt service payment versus a 30-year, level debt structure, but financing costs for the facility are approximately \$4 million higher over the life of the loan.
- With regards to Project demand, FIU has committed that it will not raise rates more than 3% annually, and that it will work with the Owner on appropriate incentives to ensure full occupancy, including possible rental rate reductions to increase demand. FIU also notes that the Owner's property management fee is based on occupancy and net rental rates collected.

After weighing all factors, Board staff recommendation is for approval based on the opinion that the proposed Project will result in an affordable housing option for students at BBC who desire on campus housing; if the Board does not approve the Project, FIU's position is that it will not be able to provide a housing option on the BBC at comparable rates in Fall 2017.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. Project Summary
3. Estimated Sources and Uses of Funds
4. Historical and Projected Pledged Revenues and Debt Service Coverage
5. FIU Memo and Rental Rate Comparison Document

**Facilitators/Presenters:** Mr. Chris Kinsley

**A RESOLUTION APPROVING FLORIDA INTERNATIONAL UNIVERSITY TO ENTER INTO A SUBLEASE AND OPERATING AGREEMENT WITH NCCD-BISCAYNE PROPERTIES LLC RELATED TO THE CONSTRUCTION, LEASING, FINANCING AND OPERATION OF AN APPROXIMATELY 410 BED STUDENT HOUSING PROJECT ON THE BISCAYNE BAY CAMPUS OF THE UNIVERSITY.**

The duly acting and appointed Board of Governors of the State of Florida at a meeting duly held pursuant to notice and a quorum being present do hereby make the following resolutions:

**BE IT RESOLVED:**

**1. Findings.** The Board of Governors hereby finds as follows:

(A) Pursuant to Article IX, Section 7 of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. Pursuant to s. 1013.171, Florida Statutes, a university board of trustees may negotiate and enter agreements to lease land under its jurisdiction to corporations registered with the Secretary of State to do business in the state, for the purpose of erecting facilities necessary and desirable to serve the needs and purposes of the university, as determined by the system-wide strategic plan adopted by the Board of Governors.

(B) The Board of Trustees of Florida International University (the "University") has requested approval from the Board of Governors for the University to enter into a Public-Private Partnership arrangement with NCCD-Biscayne Properties LLC for the purpose of constructing, operating and maintaining, student housing facilities comprised of approximately 410 beds and 200 parking spaces to be located on the Biscayne Bay Campus of the University and related improvements ("the Project");

(C) The Project is expected to be financed through the issuance of bonds by the Miami-Dade Industrial Development Authority in the approximate amount of \$57 million.

(D) The Project will not be part of the housing system at the University.



(E) Upon consideration of the Project, the Board of Governors declares that the Project is consistent with the mission of the University; has been properly analyzed by staffs of the Board of Governors, the University and the Division of Bond Finance; and will serve a public purpose by providing housing facilities at the University.

(F) The Project is consistent with the master plan of the University.

**2. Approval of the Project.** The Project is approved by the Board of Governors as being consistent with the strategic plan of the University and the programs offered by the University. The University is hereby authorized to enter into such leases, sub-leases, operating agreements and any other contracts as may be required to consummate the Public-Private Partnership.

**3. Repealing Clause.** All resolutions of the Board of Governors or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

**4. Effective Date.** This resolution shall become effective immediately upon its adoption.

PASS AND ADOPTED by the Board of Governors of the State of Florida at a public meeting duly called and held this 19<sup>th</sup> day of February, 2015.

**CERTIFICATE OF THE CORPORATE SECRETARY**

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the approval of entry of a sublease agreement by Florida International University with NCCD-Biscayne Properties LLC for the construction, operation and maintenance of student housing on the Biscayne Bay Campus is a true and accurate copy as adopted by the Board of Governors on February 19, 2015, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

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

Dated: \_\_\_\_\_, 2015

By: \_\_\_\_\_  
Corporate Secretary

00538599.1

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
Florida International University  
Biscayne Bay Campus Student Housing Project**

**Project Description:** The proposed project (the “Project”), will result in the construction of a 410 bed, 203,000 gross square-foot, nine-story student residence facility, and associated infrastructure and amenities, such as an outdoor pool and approximately 205 parking spaces. The project will be owned by NCCD-Biscayne Properties LLC (the “Owner”), a single member limited liability company owned by National Campus and Community Development Corporation. FIU will enter into an Operating Agreement and a Ground Lease with the Owner to construct the Project on the Biscayne Bay Campus (“BBC”). Consent to enter into the Ground Lease is provided in F.S. 1013.171; therefore, it is not expected to be considered by the Board of Trustees for the Internal Improvement Trust Fund. The Ground Lease has been reviewed by the Department of Environmental Protection Division of State Lands. The Owner will enter into a separate Development Agreement with Servitas, LLC (the “Developer”) and a Management Agreement with Servitas Management Group (the “Manager”) to operate the Project.

The Project is included in the campus master plan.

**Project Site Location:** The Project will be located on FIU’s BBC. This site is approximately 26 miles from the main campus, and has been designated as a Type I Additional Campus by the Board of Governors, which is the largest site type by enrollment level not part of the main campus, and indicative of long-term commitment by the State of Florida to this location.

**Projected Start and Completion Date:** It is anticipated that construction will commence in February 2015 and is expected to be complete by July 2016. Should the Project fail to be available by August 15, 2016, the Owner is responsible for providing a temporary location to place residents until completion of the Project.

In the event the Project completion deadline extends beyond August 15, 2016, as a result of delays caused by FIU, FIU shall reimburse the Owner for temporary housing and transportation costs. Although FIU does not anticipate any Project delays, if they occur FIU will reimburse the Owner from reserve funds available in the administrative overhead account. At September 30, 2014, this reserve was estimated to contain \$16.1 million.

**Project Cost:**

The total cost of the Project is \$57.4 million, which includes construction costs of approximately \$37.0 million, with planning, equipment and other estimated soft costs of \$10.0 million, capitalized interest of \$4.7 million, a debt service reserve of \$3.5 million and \$2.2 million of preissuance and other financing costs. Cost per bed is approximately \$116,200, compared to \$87,100 per bed for FIU's most recent residence hall, which opened in Fall 2013 on the main campus (approximately 33% higher).

(See estimated Sources and Uses of funds.)

**Financing Structure:**

The Project will be financed using tax-exempt (\$54,005,000) and taxable debt (\$75,000) issued through the Miami-Dade Industrial Development Authority structured as 34-year debt. The Borrower is the Owner who is the ultimate obligor for the debt service payments. During the first five years of repayment, the debt service is ascending, starting at \$3.1 million in 2018 and increasing to \$3.5 million by 2023 with level payments thereafter. The Board of Governors' Debt Guidelines recommends, as a general guideline, maturities of no more than 30 years and debt service payments which, as nearly as practicable, are the same each year. Total financing costs under a 34-year repayment period with ascending debt service in the first five years are \$4 million more over the life of the loan than under a 30-year, level debt service structure.

**Security/Lien Structure:**

The Bonds will be secured by gross Project revenues. There is no other debt outstanding with a lien on the Project. The Bonds will have no lien on any revenues or resources of FIU.

**Demand for Project:**

There is currently no student housing available at the BBC. Until May 2014, FIU had a 274-bed facility, which has been leased to Royal Caribbean ("RCL") for use in housing employees attending its

training program. The BBC housing facility averaged about 80% occupancy over the last five years; however, over this time period occupancy was as low as 69% in Fall 2011. The 274-bed facility was originally constructed in 1983 and during FIU's use of the facility for student housing it was in marginal condition.

FIU commissioned two studies discussing demand for the Project. Both studies focused on the "core population", which is students taking at least 50% of their classes on the BBC. For Fall 2014, FIU's core population headcount was 3,162 students, which was a decrease of 16.0% since Fall 2011. FIU projects this number to remain relatively flat. If constructed, the Project would house approximately 13% of the core population.

One study was conducted by Alvarez and Marsal ("A&M") and showed potential demand for the Project ranging from 412 beds to 1,137 beds. The report also indicated that rental rates needed to support the Project are greater than those required for the former facility on the BBC, but indicated students are willing to pay higher rates for a new modern facility. There may be additional demand generated by students who currently live on FIU's main campus and take classes on the BBC. For Fall 2014, FIU indicates 422 students fall into this category. A&M found that there were no similarly constructed student housing options near the BBC, so the Project was not expected to directly compete with the off-campus market.

FIU also engaged Brailsford & Dunlavey ("B&D") in 2012 to conduct a more comprehensive plan for the BBC including what amenities and housing preferences students desired. The B&D study found based on survey-generated feedback, a significant majority of students (at that time 95%) that attend class at the BBC either live with parents, a spouse or are not interested in on-campus housing. Additionally, the study found that given the quality of the housing inventory available on the BBC, the previous facility was appropriately sized at 274 beds. The B&D study concluded that FIU would need an additional 100 beds on the BBC to serve the core population over the next 10 years (to approximately 400 beds). The study also pointed out that the core population was very price sensitive at price points below the expected rental rates for the Project.

**Credit Ratings on Project:** The Owner obtained credit ratings on the Bonds associated with the Project. The rating from Moody's Investors Service ("Moody's") was

Baa3, with a stable outlook. Moody's rating "is based on the relationship of the Project and FIU, sound legal provisions, favorable financial projections, as well as the Project's on-campus location and expected superior amenities". Moody's noted other risks including the construction risk due to the stand alone nature of the Project, lack of students taking 100% of their classes on the BBC and no on-campus housing available during the construction period of the Project (two academic years, 2014-15 and 2015-16). An investment grade ("BBB-"and above) rating from Standard and Poor's Rating Services ("S&P") was not achievable for the Project; therefore, following preliminary discussions with S&P, the scope of the Project was modified by reducing the number of beds from 618 to 410 and the amount of debt associated with the Project from approximately \$83 million to \$58 million.

For comparative purposes, FIU's Housing System credit ratings on outstanding debt are Aa3, A+ and A from Moody's, Fitch Ratings and S&P, respectively.

#### **Study of Private Sector Alternatives:**

FIU has chosen to utilize a public-private partnership ("P3") to finance the Project. The primary benefit of a P3 is the transfer of demand risk to the Owner.

There is no statutory framework authorizing universities to use public-private partnerships to finance university facilities. The Board of Governors has begun developing P3 guidelines under which to evaluate P3 projects to finance university facilities. FIU is seeking permission from the Board of Governors to use the authority provided in s. 1013.171, which authorizes university boards of trustees to enter into lease agreements with private entities for the purpose of constructing a facility that meets the needs and purposes of the university, to enter into the necessary lease and sublease arrangements for the proposed Project.

In Fall 2014, the FIU Housing System rental rates for the lowest cost unit were approximately \$10,700. In Fall 2016, when the Project is expected to open, the Housing System's rental rates for the lowest cost unit option are expected to increase to \$11,441 versus \$11,608 for a comparable unit in the Project (about 1.5% higher). Rental rates for other units in the Project are expected to start at about 4.0% higher than comparable units in the Housing system. The compression in rental rates between the Project and the Housing System is

somewhat offset by a 0.8% increase in Housing System rental rates for Fall 2016 over original projections.

Rental rates will be reviewed annually by the Project Advisory Committee comprised of one representative from FIU, the Owner and the Manager. The Owner is required to charge rents sufficient to maintain an annual 1.20x debt service coverage ratio. The Advisory Committee will also be responsible for reviewing and approving the Project operating budget and if FIU does not agree on the budget, the budget will be set at the prior year level, plus a CPI adjustment.

**Pledged Revenues and  
Debt Service Coverage:**

Since operating expenses must be paid in order for the Project to be operated, the transaction has been analyzed on a net revenue basis, comparable to any other housing project. Projected net revenues of the Project are expected to grow from \$3,377,336 in Fiscal Year 2016-17 to \$4,055,608 in Fiscal Year 2020-21, with resulting debt service coverage of 1.20 for the entire period. The projected net revenues are based upon a 3% annual rental rate increase, 3% increase in operating expenses and estimated occupancy of 87% for the Project over the 5-year projection period. The Project is expected to maintain 1.00x debt service coverage with occupancy as low as 75%.

The Bonds are to be issued for 34 years, which exceeds the limits imposed by the Debt Guidelines by 4 years. If the Bonds were issued on a 30 year basis using level debt service and the same interest rate assumption (4.80%), debt service coverage would range from 0.89 in Fiscal Year 2016-17 and increase to 1.07 in Fiscal Year 2020-21 falling below the 1.20x coverage required by the Debt Guidelines during the first five years. Coverage noted for 30-year debt does not reflect potential rental rate increases (above 3.0% noted in the assumptions) or a reduction in operating costs that the Owner could implement to maintain debt service coverage of 1.20 times. If debt for the Project were issued as 30 years with level debt service, required rental rates in the lowest cost unit option are estimated at \$12,941 (about 11.5% higher) than required under the proposed debt structure. FIU believes issuing the debt as proposed is justified as it results in an initial lower cost to potential residents of the Project. However, according to the Project pro-forma, a 3% annual rate increase is required to cover higher annual debt service payments resulting in an estimated rental rate of \$13,860 in 2023 when the debt service payment becomes level.

Capitalized interest extends beyond when the Project is scheduled to open and increases the amount of debt required for the Project; however, it mitigates the risk of a payment default should construction delays occur.

(See Historical and Projected Debt Service Coverage and estimated net rent)

**Taxable Debt:**

The use of a small taxable bond issue in certain tax-exempt transactions, including those issued by an industrial development authority - is the result of the IRS Revenue Code that limits the costs of issuance to 2% of the bond proceeds of the tax-exempt bonds issued.

**University Support of Project:**

FIU has agreed to market the Project to its students; and, upon request of students receiving financial aid or scholarships through FIU's accounting system, to forward rental payments directly to the Project's trustee for the Bonds. FIU has also agreed that it will not build a competing project on the BBC unless an independent consultant affirms there is adequate demand for the new housing without jeopardizing the Project's ability to meet its debt service coverage requirement. As the Project is on FIU's BBC and it will house its students, FIU has an interest in the Project's long term sustainability and success. Additionally, FIU has engaged appropriate professionals to advise them regarding this transaction and agreed to work closely with the Owner to ensure occupancy goals are met to generate sufficient gross income to pay operational costs and debt service.

To support demand for the Project, FIU has made curriculum and facility investments on the BBC over the past three years to create a more residentially vibrant campus. In addition, FIU has agreed to provide free shuttle service between the BBC and the main campus to incentivize students to reside in the Project.

Debt will not be a legal obligation of FIU or a Direct Support Organization. In addition, FIU has not pledged its credit towards the Project. However, to ensure the viability of the Project, FIU has agreed to pay the cost of utilities. Utilities are estimated at \$238,685 in the first year of operations, increasing by 3% thereafter. FIU will be reimbursed for utility payments after payment of operating costs



and debt service as long as the Project maintains 1.0x debt service coverage. In addition, FIU will set aside prepaid rent funded with bond proceeds to establish a Utility Reserve equal to \$375,000. Further, FIU is responsible for providing a chilled water system to the Project site. The estimated cost of these improvements is \$1.2 million, of which the Owner has agreed to contribute \$800,000 from bond proceeds at closing.

FIU is not legally obligated to pay debt service or maintain the Project. In the event actual rental revenue is insufficient to operate the Project and pay debt service, FIU could exercise its option to purchase the Project at fair market value or may feel obligated to cover these expenses given the location of the Project on the BBC.

**Return on Investment:** The land associated with the Ground Lease has significant value, and the property and Project will revert to FIU at the end of the Ground Lease.

Under a 40-year Ground Lease, which may be extended upon mutual agreement by the Owner and FIU, FIU will receive all surplus funds of the Project after all operating costs, debt service costs and management fees have been paid and the Owner has met capital reserve requirements while maintaining 1.20x debt service coverage. Over the 40 year term, surplus funds are expected to total \$120.3 million, with a net present value of \$24.6 million when discounted at 6%. This specific amount (\$120.3 million) is based on assumptions that the Project will open on time, maintain a 95% occupancy level for the academic year and 63% during the summer term, and implement 3% annual rental rate increases over the next 40 years. Should actual results differ from these assumptions, FIU could receive a reduced amount of surplus funds. If the Project generates actual surplus funds greater than forecast, FIU may opt to maintain or reduce student rental rates and forego additional surplus funds.

In addition to the surplus funds quantitative metric discussed above, the Project is expected to provide a positive return with an internal rate of return ("IRR") calculated at an estimated 6.35%. However the IRR calculation is based upon aggressive occupancy assumptions given unclear demand for the Project and rental rates that start between 1.5% and about 4.0% higher than those charged by the FIU Housing System and increase by 3% annually throughout the 40-year term. If there is greater vacancy in the Project or collection of lower rental rates than forecast, the actual IRR will be lower.

**Type of Sale:**

Based on the complex structure, the Owner and the Miami-Dade Industrial Development Authority believe a negotiated sale is appropriate. FIU issued an ITN in October 2013 for proposals to include a private sector developer to finance and construct a housing facility on the BBC. FIU received eight proposals, which included a team of professionals including Raymond James as the Underwriter for the transaction.

**Analysis and  
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided by Florida International University with respect to the request for Board of Governors approval for the subject financing.

The demand for the Project appears to be unclear given the results of the studies performed by A&M and B&D. Insufficient demand could result in the Owner's inability to operate and maintain the Project as well as meet 1.20 debt service coverage required by the Board of Governors' Debt Guidelines. To support demand for the Project, FIU has made curriculum and facility investments on the BBC over the past three years to create a more residentially vibrant campus. In addition, FIU has agreed to provide free shuttle service between the BBC and the main campus to incentivize students to reside in the Project. However, should the Owner be unable to operate the Project or pay debt service, FIU may feel obligated to pay these expenses due to the Project's location on the BBC. Such support could require FIU to utilize its financial resources and could adversely affect the surplus funds FIU expects to receive (\$120.3 million, \$24.6 million present value).

The Project, as proposed, is more costly than similarly sized student housing facilities on a per bed basis. Further, the debt is structured as 34-year repayment with an ascending debt service schedule in the first five years, which results in \$4 million in additional financing costs over the life of the loan versus a 30-year, level debt service structure. FIU believes the proposed debt structure is justified as it results in an initial lower required rental rate for the lowest cost unit option in the Project versus a 30-year, level debt structure consistent with the Board of Governors' Debt Guidelines recommendations (\$11,608 versus \$12,941). According to the Project pro-forma, the ascending debt service structure requires an annual 3% rental rate

increase in each of the first five years in order to cover higher annual debt service costs and maintain 1.20 times debt service coverage. At the end of the five-year period in 2023 when the debt service payment becomes level, the rental rate for the lowest cost unit option is estimated at \$13,860. If 30 year, level debt is issued using the interest rate assumption for the Bonds (4.80%), debt service coverage falls at or below 1.00 for the first five years. Finally, the Project's estimated IRR is calculated at 6.35%; however, the calculation is based on aggressive occupancy assumptions and rental rates that are between 1.5% and about 4.0% higher than those charged by FIU's Housing System.

After weighing all factors, Board staff recommendation is for approval based on the opinion that the proposed Project will result in an affordable housing option for students at BBC who desire on campus housing; if the Board does not approve the Project, FIU's position is that it will not be able to provide a housing option on the BBC at comparable rates in Fall 2017.

STATE OF FLORIDA, BOARD OF GOVERNORS  
 FLORIDA INTERNATIONAL UNIVERSITY  
 BBC STUDENT HOUSING  
 SERIES 2015, A & B Bonds \*  
 Estimated Sources and Uses of Funds  
 BBC Student Housing

Sources of FundsBasis for Amounts

Bond Par Amount	\$ 54,080,000	Estimated bond sale amount based on an interest rate of 4.8% for 34years.
Bond Premium	3,962,511	
Less: Underwriter's Discount	(608,092)	Estimated at 1.12% of par.
Total Sources of Funds	<u>\$ 57,434,419</u>	

Uses of Funds

Project Cost	\$ 48,725,064	Planning, Design, Construction & Equipment
Costs of Issuance	489,375	Financial Advisor (\$0); Bond Counsel (\$76,375); Other Counsels (\$86,500); Trustee Fees (\$8,500); Rating Agency Fee (\$90,000); Printing (\$6,000); Foundation Fee (\$65,000); IDA Fees (\$132,000); Miscellaneous (\$25,000)
Debt Service Reserve	3,517,500	
Capitalized Interest	4,702,481	
Total Uses of Funds	<u>\$ 57,434,419</u>	

# Board of Governors Meeting - Board of Governors - Regular Meeting

## State of Florida, Board of Governors Florida International University - BBC Housing Projected Debt Service Coverage for 34-Year, Ascending Debt Service

	2016-2017	2017 - 2018	2018-2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
<b>Operating Revenues<sup>1</sup></b>										
Gross Potential Rent	\$4,545,741	\$5,124,209	\$5,277,935	\$5,436,273	\$5,599,361	\$5,767,342	\$5,940,363	\$6,118,573	\$6,302,131	\$6,491,195
Other Income	\$7,780	\$8,721	\$8,982	\$9,252	\$9,529	\$9,815	\$10,110	\$10,413	\$10,725	\$11,047
Vacancy Deduct	\$ (487,832)	\$ (654,844)	\$ (674,490)	\$ (694,724)	\$ (715,566)	\$ (737,033)	\$ (759,144)	\$ (781,918)	\$ (805,376)	\$ (829,537)
<b>Net Rental Revenue</b>	<b>\$4,065,689</b>	<b>\$4,478,086</b>	<b>\$4,612,427</b>	<b>\$4,750,801</b>	<b>\$4,893,324</b>	<b>\$5,040,124</b>	<b>\$5,191,329</b>	<b>\$5,347,068</b>	<b>\$5,507,480</b>	<b>\$5,672,705</b>
<b>Operating Expenses</b>										
Admin	\$13,630	\$15,279	\$15,737	\$16,209	\$16,695	\$17,196	\$17,712	\$18,243	\$18,791	\$19,354
Marketing/Residential Life Programs	\$49,675	\$55,682	\$57,352	\$59,073	\$60,845	\$62,670	\$64,550	\$66,487	\$68,481	\$70,536
Professional Services Fees	\$4,241	\$4,753	\$4,896	\$5,043	\$5,194	\$5,350	\$5,510	\$5,676	\$5,846	\$6,021
Management Staff	\$171,905	\$192,690	\$198,471	\$204,425	\$210,557	\$216,874	\$223,380	\$230,082	\$236,984	\$244,094
Cleaning/Decorarting/Turnover	\$96,631	\$108,314	\$111,564	\$114,911	\$118,358	\$121,909	\$125,566	\$129,333	\$133,213	\$137,210
Insurance	\$151,450	\$169,761	\$174,854	\$180,100	\$185,503	\$191,068	\$196,800	\$202,704	\$208,785	\$215,048
Property Management Fee	\$48,625	\$54,504	\$56,139	\$57,823	\$59,558	\$61,344	\$63,185	\$65,080	\$67,033	\$69,044
<b>Total Operating Expense</b>	<b>\$536,157</b>	<b>\$600,983</b>	<b>\$619,012</b>	<b>\$637,583</b>	<b>\$656,710</b>	<b>\$676,412</b>	<b>\$696,704</b>	<b>\$717,605</b>	<b>\$739,133</b>	<b>\$761,307</b>
Deposit Into Replacement Reserve Account	\$73,763	\$82,682	\$85,163	\$87,718	\$90,349	\$93,060	\$95,851	\$98,727	\$101,689	\$104,739
<b>Total Operating Expense &amp; Reserves</b>	<b>\$609,920</b>	<b>\$683,665</b>	<b>\$704,175</b>	<b>\$725,300</b>	<b>\$747,059</b>	<b>\$769,471</b>	<b>\$792,555</b>	<b>\$816,332</b>	<b>\$840,822</b>	<b>\$866,046</b>
 Net Operating Income	 \$3,455,769	 \$3,794,421	 \$3,908,252	 \$4,025,500	 \$4,146,265	 \$4,270,653	 \$4,398,773	 \$4,530,736	 \$4,666,658	 \$4,806,659
 Trustee/Moody's Fee	 \$13,129	 \$14,716	 \$15,157	 \$15,612	 \$16,081	 \$16,563	 \$17,060	 \$17,572	 \$18,099	 \$18,642
IDA Fee	\$24,725	\$26,753	\$26,475	\$26,138	\$25,738	\$25,268	\$24,773	\$24,253	\$23,708	\$23,135
Foundation Fee	\$40,579	\$44,694	\$46,034	\$47,415	\$48,838	\$50,303	\$51,812	\$53,367	\$54,968	\$56,617
Net Operating Income After Fees	\$3,377,336	\$3,708,257	\$3,820,586	\$3,936,335	\$4,055,608	\$4,178,519	\$4,305,128	\$4,435,544	\$4,569,884	\$4,708,265
<b>Annual Debt Service<sup>2</sup></b>										
Senior Loan Debt Service	\$2,819,600	\$3,085,375	\$3,182,775	\$3,280,575	\$3,378,575	\$3,478,575	\$3,481,575	\$3,482,075	\$3,480,075	\$3,480,075
Debt Service Funded by Capitalized Interest Fund	\$1,566,017	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Estimated Debt Service</b>	<b>\$1,253,583</b>	<b>\$3,085,375</b>	<b>\$3,182,775</b>	<b>\$3,280,575</b>	<b>\$3,378,575</b>	<b>\$3,478,575</b>	<b>\$3,481,575</b>	<b>\$3,482,075</b>	<b>\$3,480,075</b>	<b>\$3,480,075</b>
 Debt Service Coverage Ratio	 2.69	 1.20	 1.20	 1.20	 1.20	 1.20	 1.24	 1.27	 1.31	 1.35
 Utilities <sup>3</sup>	 \$238,685	 \$267,544	 \$275,570	 \$283,837	 \$292,352	 \$301,123	 \$310,157	 \$319,461	 \$329,045	 \$338,916
Property Management Fee	\$96,251	\$107,889	\$111,126	\$114,459	\$117,893	\$121,430	\$125,073	\$128,825	\$132,690	\$136,670
 Developer Reimbursement	 \$170,000									
<b>Net Projected Cash Flow to University<sup>4</sup></b>	<b>\$1,618,817</b>	<b>\$247,450</b>	<b>\$251,115</b>	<b>\$257,464</b>	<b>\$266,788</b>	<b>\$277,391</b>	<b>\$388,324</b>	<b>\$505,183</b>	<b>\$628,073</b>	<b>\$752,603</b>

<sup>1</sup>Projections assume 3% annual increases in rental rates and 87% occupancy in the Project (95% during the academic year and 63% during the summer term).

<sup>2</sup>Estimated debt service calculation based on an assumed interest rate of 4.83 (TIC) % and a 34-year repayment term.

<sup>3</sup> Expected to be paid by the university and reimbursed to the university should the Project maintain 1.0x coverage of debt service.

<sup>4</sup> Surplus cash flow to FIU is transferred 1 year in arrears, as long as 1.2x debt service coverage is maintained on the Project in the subsequent year. Surplus funds are expected to total \$120.3 million or \$24.6 million on a present value basis discounted at 6%.



## OFFICE OF FINANCE & ADMINISTRATION

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February 3, 2015

Mr. Chris Kinsley  
Assistant Vice Chancellor, Finance and Facilities  
Florida Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32395

Dear Chris:

I am writing to provide some additional information on FIU's Student Housing Project at the Biscayne Bay Campus. The Board of Governors will consider our request for approval at the February 19, 2015 meeting.

### **DEMONSTRATED NEED FOR HOUSING AT BBC**

- The BBC "Bay Vista" housing, containing 235 units accommodating 510 students, opened fall 1984 to recruit high-performing students for BBC programs.
- From the very beginning, there were issues with the facility due to poor construction, the detrimental effects of the coastal location, and deficient mechanical, electrical and plumbing systems.
- The Engineering firm of Corzo, Castella, Carballo, Thompson, Salman, PA (C3TS) was first hired in 1997 to do the initial evaluation and cost projections of major deficiencies; over \$7.5 million was spent on critical repairs as a request to demolish and rebuild was denied by the Board of Regents.
- C3TS was hired again in 2008 to assess the condition of the building and provide an outlook of future capital investments; this report reflected almost \$15 million in code and building deficiencies and amenities improvements and stated "Financially, the existing facility will continue to lose money as a residential facility under its existing design and construction while a new facility with proper planning, design, location and financing will have a positive cash flow from the beginning."

- Royal Caribbean Cruise Lines has taken over the existing housing for their performers as part of an innovative and unique partnership with FIU and is investing almost \$7 million in improvements and \$2.5 million in mold abatement, saving FIU \$2 million in demolition costs.
- The proposed housing project contains 410 beds and is primarily replacement housing for the 280 beds that were repurposed to RCL.
- The replacement housing is critical to the success of FIU's commitment to the students at BBC and the need to provide an active and dynamic residential campus that is essential to student success.
- A market study conducted by Alvarez and Marsal in 2014 showed potential demand from 412 to 1137 beds.
- The replacement housing aligns with many strategic "quality of life" investments FIU has recently made at BBC to ensure that students have access to the same high-quality education, support, and campus life opportunities that exist at the MMC campus, including:
  - Expansion of Chaplin School of Hospitality and Tourism Management, including the Advanced Food Laboratory and Wine Spectator Restaurant
  - Expansion of STEM programs in our School of Environment, Arts and Society (SEAS)
  - Development of an Environmental Center in partnership with the Patricia and Phillip Frost Museum of Science in collaboration with SEAS
  - Renovation and expansion of the Wolfe University Center and outdoor plaza
  - Creation of the Royal Caribbean Cruise Lines partnership providing internships, career placement, workshops and research opportunities for students
  - Development of MAST Academy at FIU, a STEM high school in partnership with Miami-Dade County School Board that provides an extensive dual enrollment program with FIU to enable these students to graduate college in 2-3 years, saving college costs and started STEM employment quickly; MAST@FIU was recently awarded the *STEM EXCELLENCE AWARD* by the Florida Education Technology Conference
  - Renovation and improvements in the Hubert Library to encourage student success, including the Center for Excellence in Writing and Instructional Lab
  - Expansion of student amenities, including a new Starbucks and Subway and a renovated Barnes and Noble Bookstore and Café
  - Academic programs in the Chaplin School of Hospitality and Tourism Management, SEAS, School of Journalism and Mass Communications, and the College of Business have been expanded and restructured to support a residential student population at BBC

## PROJECT COMPLIANCE WITH DEBT MANAGEMENT GUIDELINES

The proposed BBC Housing is not a traditional project in terms of debt issued by the University or a Direct Support Organization and therefore outside of the Debt Management Guidelines. Nonetheless, FIU has worked hard, through a competitive solicitation, to provide a quality Public-Private Partnership project that fulfills the best practices of the Guidelines. Because this is a smaller, stand-alone project, costs are a little higher due to high-rise and coastal construction requirements under the South Florida Building Code. As a result of these costs, the Developer, with the concurrence of the FIU Board of Trustees, recommended a financing model that utilized an ascending debt structure and 34 years financing to help keep the rates lower for our students while providing a quality project to ensure student success.

Ascending Payments: While the Guidelines reflect that “generally, debt should be structured on a level debt basis so that annual debt service repayments will, as nearly as practicable, be the same each year,” the amount of the proposed lower debt service is not that significant. If we look at a fixed or level debt service payment for the 34 years, it would be right at \$3,480,000. For 2017-18, the debt service is \$3,085,375, a reduction of only 11 percent off the level debt payment. If we look at the first 5 years, the average reduction is only 7 percent; that is, the first 5 years of debt service averages 93 percent of the level fixed rate. As stated in the Guidelines, “a deviation from these preferences is permissible if it can be demonstrated to be in the university’s best interest.” Although the project will be financially feasible with level debt, we believe the proposed structure and the resulting savings to our students are in the best interest of FIU.

Amortization Period of 34 Years: The project’s 34 year amortization includes the construction period, about 1.5 years of construction time, and there is also one year of Debt Service Reserve Fund (DSRF). In the private sector, it is typical to obtain a short term construction loan for the construction period and then get the permanent, 30 year financing upon completion of the project. To avoid interest rate risk and the additional cost associated with a short term construction loan, the fixed rate tax-exempt debt model was selected. And, while the current Guidelines have been interpreted as Start Date, perhaps completion date would be a better benchmark. Between the construction period and the DSRF, the project financing is effectively only 18 months over the 30 years guideline. The Guideline includes flexibility for a longer than 30 year maturity and with the purpose of the Guidelines being “to confirm that the state universities and their DSO’s must engage in sound debt management practices” we believe that the FIU housing project is consistent with this purpose. Certainly, there have been other projects that, appropriately, have deviated from the Guidelines in order to ensure success of the project.

The net result is that by using the slightly ascending debt service payments along with a 34 year amortization period, we are able to avoid interest rate risk and the additional costs



associated with a short term construction loan, reducing the housing rates by approximately 11 percent—savings that benefit our students. For example, the 4 bedroom/2 bathroom annual rate is reduced from \$12,941 to \$11,608, a savings of \$1,330 for students.

## **SAFEGUARDS IN PLACE TO LIMIT FUTURE RENTAL RATE INCREASES**

FIU embarked on this project in order to provide a housing solution that our BBC students want—FIU wants to provide a high-quality housing program at an affordable cost. To illustrate FIU’s concern for student costs as well as our commitment to student success, we are providing the following:

- FIU has demonstrated a commitment to limiting housing rate increases. There was no increase in any rates in 2014-15 and the increase for 2015-16 averages less than 1 percent, with no increases in the University Apartments and 3.7 percent reductions in Lakeview Hall South and Lakeview Hall North for 2 bedroom/1 bath units and no increases in the other Lakeview units.
- FIU will do everything possible to limit rate increases to no more than the 3 percent projection unless significant inflationary conditions would require a higher increase in order to meet expenses. Our intent is to keep rates as low as possible for our students.
- Our plan is NOT to increase rates to offset lower demand as this would likely lead to even lower demand. Our intent in doing this project is simply to provide a safe, high-quality and affordable residential option to our students at BBC.
- All parties are focused on the importance of occupancy to project success and student success and understand the University’s position regarding rental rates. The developer has been appropriately incentivized through our agreements to maintain high occupancy since this will maximize the revenues; part of the management fee is contingent upon meeting required DSCR. Furthermore, FIU has an oversight role regarding the project’s operating budget, including rates.
- FIU keeps the excess revenues, not the developer/manager, so there is no “profit” motive to the developer/manager.
- In the event demand by FIU students at BBC is weak, we would provide free shuttle service to MMC students who are not able to be accommodated in housing at MMC so that they may have a quality on-campus housing experience at BBC.
- While the project is being constructed to provide housing to FIU students, to create flexibility in meeting occupancy and avoiding rate increases, the project owner is authorized to address, on a temporary basis, a demand shortfall with

additional types of appropriate residents, including FIU faculty and staff, faculty and staff of affiliate programs, such as scientists who are working in the Science Museum facility or teachers in the MAST Academy High School, and students from other educational institutions.

- FIU Deans in the College of Business, the School of Journalism and Mass Communication, the College of Hospitality and Tourism Management, and the College of Arts and Sciences/SEAS were in attendance at the BOG meeting and were prepared to articulate their plan for expanded enrollments and programs at BBC, which will significantly assist in meeting occupancy requirements.
- The Developer/Manager has an incentive to do an outstanding job on this project, in terms of occupancy, residential life programs, and operations, since the eligibility to complete a second phase of housing depends upon project performance.

Chris, I hope this information provides additional information that will convey to the Board of Governors why this project is so important to our students, why we believe the project will be a successful project, and what FIU has done to ensure our students will have access to a high quality residence at a reasonable and affordable cost.

If I may provide you with other, specific information, please do not hesitate to contact me at (305) 348-2101.

Sincerely,

A handwritten signature in blue ink that reads "Kenneth A. Jessell". The signature is written in a cursive, flowing style.

Kenneth A. Jessell, Ph.D.

Senior Vice President for Finance and Chief Fiscal Officer and Professor

Cc: Mark B. Rosenberg, President  
Albert Maury, Chairman, FIU Board of Trustees

**Rental Rate Comparison for FIU and FIU BBC**

					34 Years, Ascending			34 Years, Ascending	34 years, Level	30 years, Level
Unit Type Mix	Unit Type	No. of Units	No. of Beds	FIU FY 2016-17 Rental Rates – ORIGINAL PROJECTED RATES FOR MAIN CAMPUS	FIU/BBC FY 2016-17 Rental Rates – ORIGINAL PROJECTED RATES	FIU Current 2014-15 Rental Rates for Main Campus	FIU Main Campus– New 2016-17 Projection	FIU BBC New Projected Rates at max 3% annual in 2016-17	FIU BBC New Projected Rates at max 3% annual in 2016-17	FIU BBC New Projected Rates at max 3% annual in 2016-17
41.50 %	4Bed/ 2Bath	64	256	\$11,352	\$12,487	\$10,700	\$11,441	\$11,608	\$12,487	\$12,941
41.50 %	2Bed/ 2Bath	64	128	\$12,094	\$13,304	\$11,400	\$11,883*	\$12,368	\$13,304	\$13,787
16.00 %	Studio	24	24	\$12,005	\$13,537	\$11,100	\$12,139	\$12,585	\$13,537	\$14,029

\*There are no 2 Bedroom/2 Bath units on the Main Campus, only 2 Bedroom/1 Bath units, so there is a slight premium for the 2 Bedroom/2 Bath units on the BBC campus.

FLORIDA INTERNATIONAL UNIVERSITY

## BISCAYNE BAY CAMPUS REPLACEMENT STUDENT HOUSING



**FIU**

Board of  
Trustees

# Why the Need for Replacement Housing?

- BBC Bay Vista Housing, containing 235 units accommodating 510 students, opened fall 1984 to recruit high-performing students for BBC programs
- Due to poor construction, the detrimental effects of the coastal location, and deficient electrical, plumbing, and mechanical systems, including window-wall A/C, the project experienced significant structural inadequacies and health-safety issues almost from opening day
- Engineering studies in 1997 required \$7.5 million in critical repairs; a request to demolish and rebuild was denied by the Board of Regents
- A new study in 2008 reflected almost \$15 million in code and building deficiencies and amenities improvements and recommended replacement
- BBC housing was repurposed for the RCL partnership in 2014 rather than being demolished, saving FIU \$2 million in demolition costs



# Why the Need for Replacement Housing?

- Quality replacement housing is an essential part of FIU's vision for an active and dynamic campus at the Biscayne Bay Campus
- FIU's plan for replacement housing has been in development for several years
- Long-term campus sustainability at BBC is dependent upon a continued residential population
- FIU students at BBC deserve a high-quality residence hall that will support student success

# Why Public-Private Partnership Housing?

- Governor Scott's February 18, 2013 letter to BOG Chairman Dean Colson:
  - *Assess whether the private sector can offer a comparable alternative at a lower cost*
- BOG has explicitly required consideration of PPP opportunities as a delivery method in Housing and Parking projects since March 2013
- FIU committed to Executive Office of Governor in April 2013 that a competitive solicitation for PPP housing at BBC would be undertaken
- FIU believes that the PPP model will provide both high quality housing facilities and efficient operations and is the best housing delivery option for FIU at BBC
- Standard & Poor's reported that rated privatized student housing transactions have tripled in the past three years and, citing time and cost efficiencies, they expect the trend to continue (9/22/14)

# Public-Private Partnership Process

- Invitation to Negotiate began in June 2013 and was issued October 4, 2013; Intent to Award was issued on February 26, 2014
  - Evaluation Committee selected Servitas LLC from a pool of eight proposals based on the proposed Project's fit with FIU's priorities, consideration paid to FIU, corporate profile, development experience, and facility design
  - Servitas LLC, headquartered in Irving, Texas, has served more than 40 universities in 15 states with the delivery of more than 40,000 on-campus beds
  - Benefits of the collaboration with Servitas LLC include proven record of providing safe, high-quality, and efficiently operated on-campus housing facilities along with expedited project delivery



# Housing Executive Summary

- “Bay View Hall” will contain approximately 410 beds in a 9-story facility, most with views of Biscayne Bay
- The Project will be located on approximately 2.12 acres of land subleased by FIU for 40 years
- Rental rates are subject to FIU approval and will be comparable to other FIU housing rates; while there is maximum 10 percent difference, we currently anticipate this difference will be 2.5 percent
- The Project will include approximately 3,760 square feet of space for FIU’s exclusive use at no cost, resident parking, and a resort-style swimming pool

# Housing Executive Summary

Target Start Date: March 2015

Target Completion: July 2016

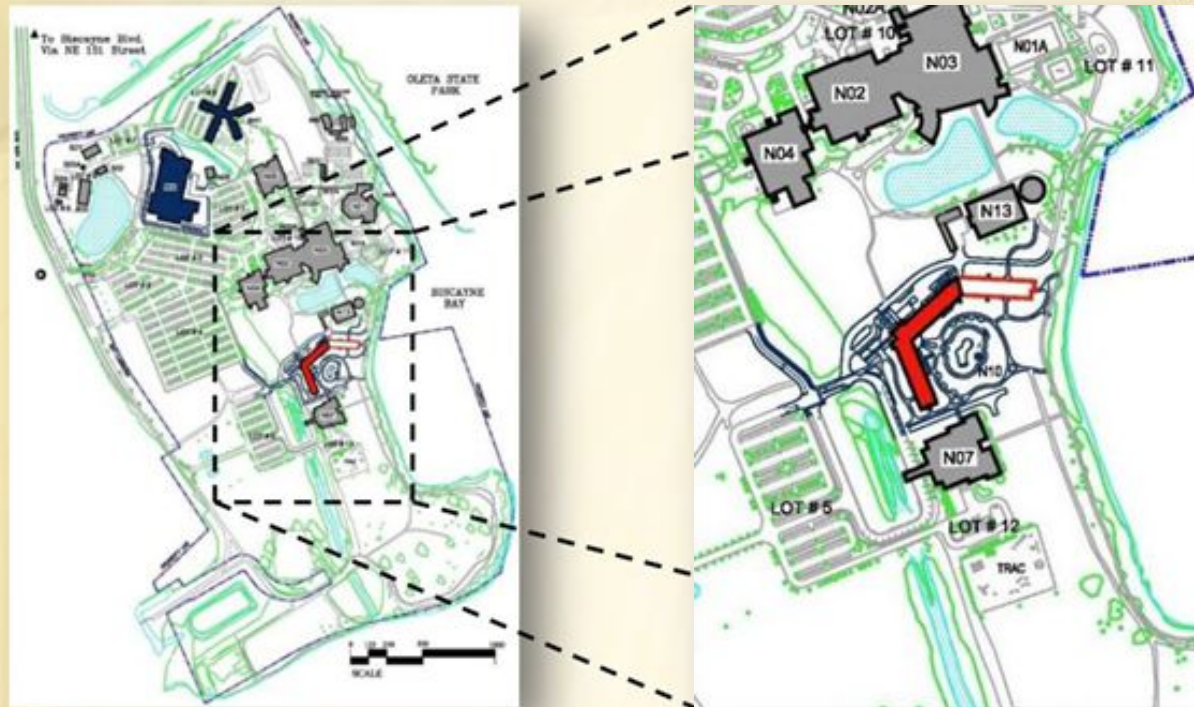
<b>Primary Tenants</b>	FIU Students
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<b>Other Eligible Tenants</b>	FIU faculty and staff
-------------------------------	-----------------------

Sponsored Programs  
approved by FIU

Students enrolled at other  
educational institutions

# BBC Site Plan





# BBC Housing Site



## View Looking East



SERVITAS **KL** PGAL

FLORIDA INTERNATIONAL UNIVERSITY  
STUDENT HOUSING FACILITY  
BISCAYNE BAY CAMPUS



## View From the Northwest



# Resident Room View



Dorm Room View



## Second Floor Room View



**FIU**

Board of  
Trustees



# Sky Lounge



# Four Bedroom Floor Plan



<b>PGAL</b>	<b>SERVITAS</b>	<b>KL</b> KLEINMAN	HOUSING FACILITY AT FIU BISCAYNE BAY CAMPUS 4 BEDROOM PLAN	<b>FIU</b> FLORIDA INTERNATIONAL UNIVERSITY
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# Two Bedroom Floor Plan



# Agreement Terms

- FIU will have limited financial responsibility for the Project (utilities and chilled water provided on a reimbursement basis subordinate to operating expenses and debt service)
- FIU will be limited in the development of additional housing at BBC unless the Project continues to meet the required debt service coverage ratio
- FIU will receive surplus revenues generated by the Project but will not be at risk for losses
- The Project has an investment grade rating and the credit of FIU and the State of Florida are not being used to support the Project



# Agreement Terms

- FIU responsibilities in the operating agreement in order to obtain investment grade rating:
  - Subordination of Utilities; exposure of \$240,000 mitigated by \$375,000 in prepaid utilities
  - Processing of rental payments through FIU Housing for students; no responsibility for collections/accounts receivable
  - Inclusion of the Project in FIU Housing marketing materials and on Housing website
- There are no FIU financing guarantees, support agreements or pledged revenues on the project other than described above
- Moody's Investors Service assigned investment grade rating of Baa3 to the project on September 24, 2014

# Minimizing Project Construction Risk

- FIU Facilities Management has estimated total Project costs for comparison purposes
- Developer is at risk for all cost over-runs on design and construction, except changes requested by the University
- Developer's fee paid 35% at closing and the remainder in equal monthly installments between bond closing and substantial completion of the Project
- Developer pays for temporary housing and transportation of residents if the Project is not completed on time
- Regions Bank will serve as Project Trustee and will disburse funds according to agreed upon schedule and performance milestones
- Payment and performance bonds for Project completion are required

# Minimizing Project Operating Risk

- Manager is responsible for achieving a Debt Service Coverage Ratio of 1.2 and meeting FIU performance standards of a high quality living/learning community
- FIU has representation on Advisory Committee with approval rights over the budget (including rental rates), marketing plan and operating plan
- Management fee is a fixed amount through substantial completion and then converts to variable (2.5% of Net Rental Revenues) + fixed compensation
- A percentage of the annual management fee is subject to compliance with the Project meeting a debt service coverage ratio of 1.2 times; annual utility costs are reimbursed from funds in excess of 1.0 times debt service coverage
- Financing includes \$4.7M in capitalized interest to cover borrowing costs over the construction period plus 6 months and \$3.5M in debt service reserve fund to meet coverage ratios if needed

# Minimizing Project Operating Risk

- Tax exempt, permanent financing for 34 years and ascending debt service payments are being used to provide lower housing rates associated with a smaller project in a high cost market
- The 34 year financing term includes the construction period of approximately 18 months; in most private developments, a construction loan followed by permanent financing is the typical model
- The ascending debt service payments, allowable under Debt Management Guidelines if in the best interest of the university, are slightly below the level debt model; 2017-18 is 11 percent below and the average of the first 5 years is only 7 percent below the level payment
- The combined impact is an 11 percent reduction to the housing rates paid by students



## A Commitment to BBC

- Replacement housing is needed to provide an active and dynamic residential campus that will enhance the learning environment of all students
- As recommended in the 2012 Brailsford & Dunleavy “Quality of Life Master Plan,” FIU has made numerous strategic investments to ensure students have access to the same high-quality education, support, and campus life opportunities that exist at MMC
  - Expansion of the Chaplin School of Hospitality & Tourism Management including the Advanced Food Laboratory and Wine Spectator Restaurant
  - Expansion of STEM programs in our School of Environment, Arts and Society (SEAS)
  - Development of an Environmental Center in partnership with the Patricia and Phillip Frost Museum in collaboration with SEAS

## A Commitment to BBC

- MAST Academy, a STEM high school in partnership with Miami-Dade County School Board that provides an extensive dual enrollment program with FIU to enable these students to graduate college in 2-3 years
- Renovation and expansion of the Wolfe University Center and Panther Plaza
- Creation of the RCL Partnership providing internships, career placement, workshops and research opportunities for students
- Renovation and improvements in the Hubert Library to encourage student success, including the Center for Excellence in Writing and Instructional Lab
- Expansion and renovation of student amenities, including Starbucks, Subway, and Barnes and Noble Bookstore and Café
- Expanded and restructured academic programs to support a residential student population at BBC



# Panther Plaza



# Wolfe University Center Lobby





# Wolfe University Center Lobby



# Wolfe University Center Lounge





# Wolfe University Center Auditorium



# Wine Spectator Restaurant





# Hubert Library Instructional Lab



# Starbucks





# Food Court



# RCL Performance & Production Facility



# Summary

- FIU completed a two year open and competitive process for replacement housing at BBC in compliance with all State procurement and leasing statutes
- A PPP model was utilized to ensure an exceptional, high quality and efficient housing program in terms of construction and operations
- Combined with other “Quality of Life” investments, the replacement housing is an essential part of FIU’s vision for an active and dynamic campus at BBC
- FIU students at BBC deserve a high-quality residence hall that will support student success

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

February 19, 2015

**SUBJECT:** Adding Funding to the 2015-2016 Fixed Capital Outlay Legislative Budget Request

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**PROPOSED BOARD ACTION**

Review and consider for approval the addition of Project Funding to the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request. Each Proposed Request will be considered separately.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The initial 2015-16 Fixed Capital Outlay (FCO) Legislative Budget Request was approved on September 17, 2014; and amended by the Board on January 22, 2015.

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**Supporting Documentation Included:** Current Approved Project Priority List and Projects Under Consideration

**Facilitators/Presenters:** Mr. Chris Kinsley



**Board of Governors Meeting - Board of Governors - Regular Meeting**

**STATE UNIVERSITY SYSTEM OF FLORIDA**

**BOARD OF GOVERNORS**

ATTACHMENT II

**2015/2016 - 2017-2018 CAPITAL OUTLAY REQUEST by PRIORITY**

**Projects in Black as Approved January 22, 2015**

**Projects in RED for consideration February 19, 2015**

Univ	Project	Total Appropriated	(2014-15 Funding)	2015-2016	2016-2017	2017-2018	Total 3 Year Est.
SUS	SUS FIO Replacement Vessel (R/V Bellows)			6,000,000			6,000,000
UF	New Boiler Installation			7,000,000			7,000,000
FAMU	Pharmacy Building Phase II	36,071,000	10,000,000	1,480,000			1,480,000
NCF	Heiser Natural Science Addition	655,000	655,000	7,356,816			7,356,816
UWF	Laboratory Sciences Annex	11,000,000	11,000,000	8,671,000	4,719,942		13,390,942
USF	USF St. Petersburg, Tiedemann College of Business	15,000,000	10,000,000	12,300,000			12,300,000
UCF	Engineering Building I Renovation	3,620,723		13,954,277	925,000		14,879,277
UNF	Skinner Jones - North and South, Renovation and Annex	15,750,000	11,750,000	14,250,000			14,250,000
USF	<sup>24</sup> USF Heart Health Institute	34,393,118	15,000,000	15,755,000			15,755,000
USF	<sup>6</sup> USF Morsani College of Medicine	5,000,000	5,000,000	17,000,000	20,000,000	20,000,000	57,000,000
FSU	Earth Ocean Atmospheric Sciences Building (Ph I)	23,850,000	20,000,000	36,100,000	5,000,000		41,100,000
FGCU	South Access Road			4,000,000			4,000,000
UCF	Interdisciplinary Research and Incubator Facility			6,042,667	34,529,519	6,042,667	46,614,853
FAMU	<sup>1</sup> Student Affairs Building			6,155,000	26,862,977	3,100,000	36,117,977
FIU	Satellite Chiller Plant Expansion - MMC			8,100,000			8,100,000
FAU	Jupiter Research Building Renovation & Addition			14,650,000	10,000,000	4,350,000	29,000,000
SUS	SUS Florida Academic Repository (FLARE)	2,017,511		17,957,488	6,685,000		24,642,488
UF	Nuclear Science Building Renovations/ Additions			25,000,000	20,000,000		45,000,000
UNF	Renovations Schultz Hall Bldg 9				3,000,000		3,000,000
UCF	Math Sciences Building Remodeling & Renovation	3,877,895			9,422,105	700,000	10,122,105
UF	<b>Norman Hall Remodeling</b>			8,000,000	8,000,000	8,437,950	24,437,950
FSU	STEM Teaching Lab Building				2,200,000	29,700,000	31,900,000
FGCU	Academic 9 Classroom/Office/Lab Building					3,852,065	3,852,065
FPU	<sup>1</sup> Applied Research Center					10,000,000	10,000,000
<b>TOTAL Educational (E&amp;G) Projects</b>			<b>83,405,000</b>	<b>229,772,248</b>	<b>151,344,543</b>	<b>86,182,682</b>	<b>467,299,473</b>
SYSTEM	From PECO - Critical Deferred Maintenance	N/A	20,000,000	49,255,717	40,000,000	30,000,000	119,255,717
	From PECO - Renovation/Repair/Remodeling	N/A	37,649,378	46,155,562	46,009,233	51,727,866	143,892,661
<b>TOTAL SUS Maintenance Request</b>			<b>57,649,378</b>	<b>95,411,279</b>	<b>86,009,233</b>	<b>81,727,866</b>	<b>263,148,378</b>
<sup>3</sup> Grand total			<b>141,054,378</b>	<b>325,183,527</b>	<b>237,353,776</b>	<b>167,910,548</b>	<b>730,447,851</b>

<b>* Research and Economic Development Projects</b>							
FSU	<sup>4</sup> Interdisciplinary Research and Commercialization Building			4,000,000	33,000,000	4,000,000	41,000,000
UCF	Partnership IV	8,000,000	8,000,000	46,920,000	6,120,000		53,040,000
UCF	<sup>6</sup> Downtown Presence Building A			5,775,000	23,100,000		28,875,000
UCF	<sup>6</sup> Downtown Presence Building B				7,800,000	70,200,000	78,000,000
FIU	<sup>4</sup> Strategic Land Acquisition	10,000,000	10,000,000	10,000,000	15,000,000	15,000,000	40,000,000
UNF	<sup>4</sup> Land Acquisition				9,000,000	9,000,000	18,000,000
NCF	<sup>4</sup> Land Acquisition				320,000	320,000	640,000
<b>* Research and Economic Development Projects Total</b>			<b>18,000,000</b>	<b>66,695,000</b>	<b>94,340,000</b>	<b>98,520,000</b>	<b>259,555,000</b>

<b>Recommendation for Inclusion in DOE's Special Facilities Const. Trust Fund</b>							
UF/DOE	PK Yonge Developmental Research (Lab) School - Phase 2			18,730,900			18,730,900
FAU/DOE	Henderson Developmental Research (Lab) School			6,000,000	35,000,000		41,000,000

**Board of Governors Meeting - Board of Governors - Regular Meeting**

STATE UNIVERSITY SYSTEM OF FLORIDA

BOARD OF GOVERNORS

ATTACHMENT II

2015/2016 - 2017-2018 CAPITAL OUTLAY REQUEST by PRIORITY

Projects in Black as Approved January 22, 2015

**Projects in RED for consideration February 19, 2015**

Univ	Project	Total		2015-2016	2016-2017	2017-2018	Total 3 Year Est.
		Appropriated	(2014-15 Funding)				
				24,730,900	35,000,000		

<sup>1</sup> Contingent on Board approval of total project costs, site location and local contribution.

<sup>2</sup> Relocation requires separate BOG approval

<sup>3</sup> Does not include appropriations for completed projects. Grand FCO total for 2014-15 was \$216,000,000, excluding CITF

<sup>4</sup> Contingent on local contribution

<sup>5</sup>A portion of Year 2 & 3 cost will funded via appropriation to Valencia College

<sup>6</sup> Project to be discussed at upcoming Board meeting, scheduled for February 19, 2015



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
February 19, 2015

**SUBJECT:** Adding UCF Downtown Project Funding to the 2015-2016 Fixed Capital Outlay Legislative Budget Request

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**PROPOSED BOARD ACTION**

Review and consider for approval a funding request for the proposed UCF Downtown Project in Downtown Orlando to the 2015-2016/ 2017-2018 SUS Fixed Capital Outlay Legislative Budget Request.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The UCF Downtown Presence project was not requested by UCF in 2014. The project has not received any capital project appropriations. However, an operating appropriation of \$2,000,000 was provided to UCF by the 2014 Legislature to conduct a feasibility study for such a project.

The total costs of both proposed buildings in downtown Orlando is \$135,750,000.

<b>Project Estimated Cost</b>		
<b>Building A</b>	Joint Valencia College/UCF Student Support & Services	\$57,750,000
<b>Building B</b>	UCF Space	\$78,000,000
	<b>Total</b>	\$135,750,000

Estimated cost of planning, construction and equipment:

	<b>Planning Only</b>	<b>Construction</b>	<b>Equipment</b>	<b>Total</b>
<b>Building A</b>	\$5,775,000	\$46,200,000	\$5,775,000	\$57,750,000
<b>Building B</b>	\$7,800,000	\$62,400,000	\$7,800,000	\$78,000,000
<b>Total</b>	\$13,575,000	\$108,600,000	\$13,575,000	\$135,750,000

An option would be to request a planning appropriation for Building A of \$5.77 million in 2015-2016 for the joint-use facility with construction funds appropriated in 2016-2017. Planning funds for Building B could be requested in the next LBR cycle.

<b>Possible Board of Governors LBR</b>			
	2015-2016	2016-2017*	2017-2018**
<b>Building A</b>	\$5,775,000	\$23,100,000	
<b>Building B</b>		\$7,800,000	\$70,200,000
<b>Total</b>	\$5,775,000	\$30,900,000	\$70,200,000

\*Assumes costs of Building A would be equally apportioned between Valencia College and UCF.

\*\*Equipment costs for Building A would be appropriated in the Valencia College budget.

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**Supporting Documentation Included:**

1. Meeting materials from Downtown UCF Site Visit , January 15, 2015
2. Project Q and A document
3. Comprehensive Report

**Facilitators/Presenters:** Mr. Chris Kinsley; Dr. A. Dale Whittaker, Provost



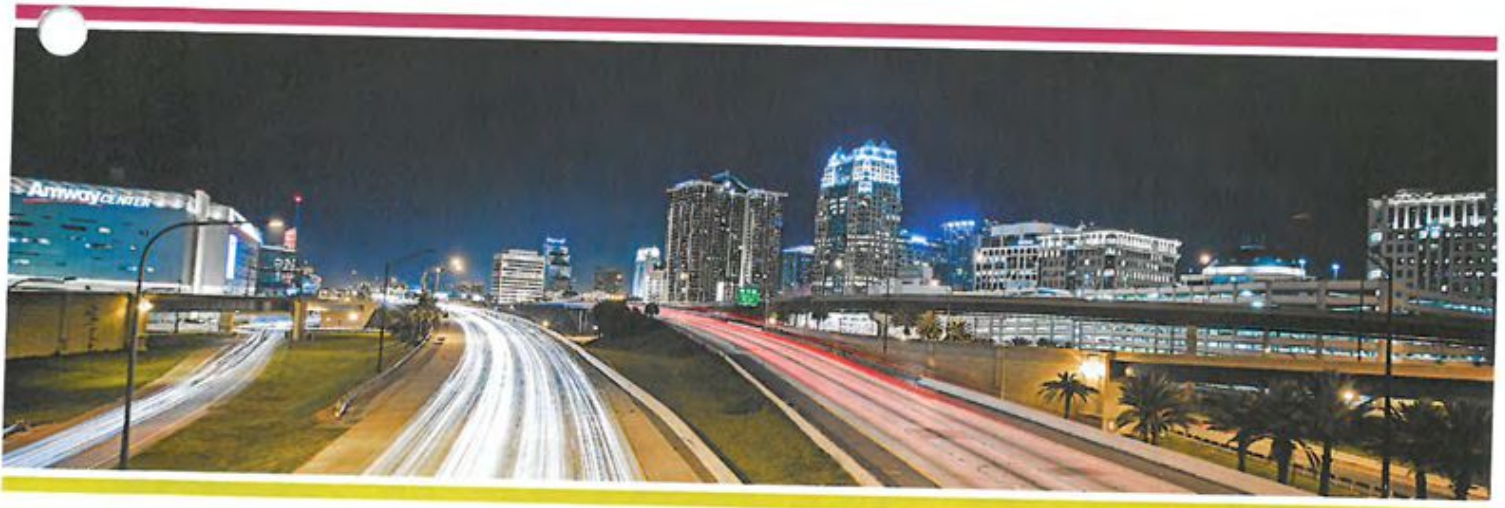
UNIVERSITY OF CENTRAL FLORIDA

Board of Governors Briefing on UCF Downtown  
January 15, 2015  
9:00 a.m. to 1:30 p.m.  
UCF Center for Emerging Media  
500 West Livingston Street Orlando, FL 32801

- 9:30 a.m.     **Welcome, Overview and Introductions**  
*President John C. Hitt, University of Central Florida*
- 9:40 a.m.     **Opening Comments from the Chair**  
*The Honorable Mori Hosseini, Chair, Florida Board of Governors*
- 9:45 a.m.     **Promise and Partnerships: Downtown Orlando, UCF and Valencia**  
*The Honorable Buddy Dyer, Mayor, City of Orlando*  
*Mr. Alex Martins, Chief Executive Officer, Orlando Magic, and member UCF Board of Trustees*  
*Dr. Sandy Shugart, President, Valencia College*  
*The Honorable Regina Hill, Orlando City Commissioner, District 5*  
*Nancy Meyer, Publisher and CEO, Orlando Sentinel*
- 10:15 a.m.     **Narrated Bus Tour of Downtown Orlando for BOG Members and Staff**  
*Mayor Buddy Dyer*  
*Mr. Frank Billingsley, Chief of Staff to Mayor Dyer*
- 10:15 a.m.     **Optional Tour of Florida Interactive Entertainment Academy**
- 11:00 a.m.     **The Creative Village: The Deal, the Obligations and the Design**  
*Mayor Buddy Dyer*  
*Mr. Craig Ustler, President, Ustler Development, Principal, Creative Village Development, LLC*  
*Mr. Tim Baker, Principal, Baker Barrios Architects, Principal, Creative Village Development, LLC*
- 11:30 a.m.     **UCF Downtown Planning Update**  
*Dr. Dale Whittaker, Provost, UCF*  
*Mr. Fred Kittinger, Senior Associate VP University Relations, UCF*  
*Mr. Paul Lartonoix, Assistant Vice Provost, UCF*
- 12:00 p.m.     **Break for Lunch**
- 12:15 p.m.     **Lunch and Continuing Discussions**  
*Joined by Dr. Barbara Jenkins, Superintendent, Orange County Public Schools, and*  
*Dr. Falecia Williams, West Campus President, Valencia College*  
*Mr. Jacob Stuart, President, Central Florida Partnership*
- 1:15 p.m.     **Adjourn**

# **Downtown Orlando Overview**





**DOWNTOWN ORLANDO**  
**TOUR**  
— for the —  
**FLORIDA BOARD**  
**OF GOVERNORS**  
— January 15, 2015 —







# Downtown Orlando

Since I took office in 2003, Downtown Orlando's future has been a key priority of mine. I challenged Central Florida to imagine a great City, reborn and revitalized. Today, that vision is a reality. Downtown is the economic engine driving Central Florida's economy. Our Downtown is a world-class urban core with residential, retail and commercial development. The following pages will give you a glimpse of our Downtown, but there's significantly more to see. I look forward to having you discover our urban destination.



**Buddy Dyer - Mayor, City of Orlando**

The mission of the Orlando Downtown Development Board (DDB) is to strengthen the role of Downtown Orlando as the **ECONOMIC, GOVERNMENTAL AND CULTURAL CENTER** of Central Florida. The DDB is responsible for the **PLANNING, IMPLEMENTATION AND ADMINISTRATION** of the City's core area redevelopment and development program.





## ABOUT DOWNTOWN ORLANDO

More than  
**300**  
blocks

Total  
**1,664**  
acres



**U**nder Mayor Dyer's leadership, we've accomplished so much in our Downtown core, but our work is not complete. Our objective of becoming the nation's highest quality urban environment, requires that we continue to build on these accomplishments to ensure a better tomorrow for our businesses and residents.



Through hard work, unprecedented partnership, a shared vision and exceptional leadership, we've set our City on a course to position Downtown as a relaxed, innovative and progressive place to live, work and play.

As our City continues to grow, we hope you'll continue to experience and enjoy all the great things Downtown Orlando has to offer.

**Thomas Chatmon, Jr., Executive Director  
Downtown Orlando Development Board/  
Community Redevelopment Agency**





**D**owntown Orlando has evolved into a true urban neighborhood offering a diverse selection of residential properties encompassing high-rise multi-family buildings, townhouses and single family homes. The Downtown Orlando geography is accentuated with beautiful lakes, public parks and recreational venues, providing our residents with an ideal place to live and raise a family.



## SEARCH

In 2014, Downtown Orlando was the most-searched neighborhood for real estate!\*

## RESIDENTIAL STATS

**11,049** Residential units Downtown

**95.4%** Apartment occupancy rate

**\$1,517** Average rental rate (\$1.85 per sq. ft.)



\*According to Realtor.com, ZIP code 32801 in Downtown Orlando was the most-searched neighborhood of the year for 2014.

LYMMO  
at a glance  
GOLYMMO.COM



## RIDE FREE DOWNTOWN

LYMMO is the nation's first bus rapid transit system or BRT and is absolutely free!





## WHO LIVES DOWNTOWN?

A glimpse at Downtown residents

  
**38%**  
Bachelors degree  
or higher



**\$51,148**

Average household income

**37.7**  
Median age



SOURCES:  
2010 US Census,  
2000 US Census,  
RERC 3Q2014

LYMMO lets you see, feel and hear the heartbeat of the vibrant city of Downtown Orlando. Currently, LYMMO is undergoing a service expansion and will add a third service line later this year.



# Work

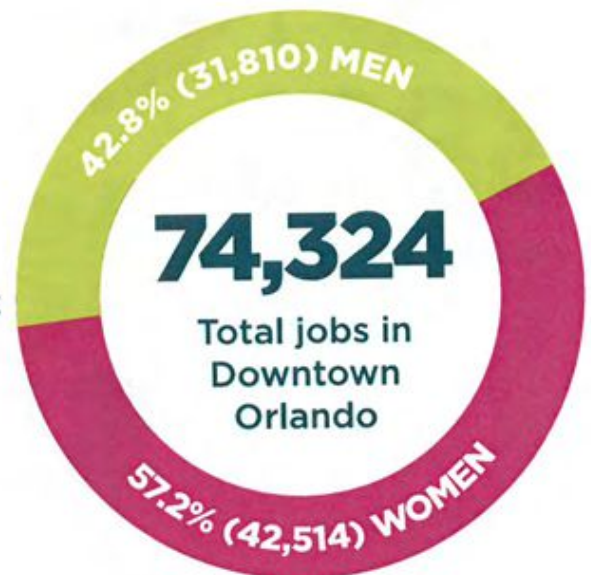
**D**owntown Orlando is Central Florida's hub for finance, government, commerce, and home to a growing tech industry. The City of Orlando serves our business community by creating an environment that supports the various industries in our Downtown core and the entire region. Downtown Orlando will continue to create, retain, and attract high-wage and high-value jobs that grow the economy.



## OFFICE MARKET STATS

**10,603,094** Rentable square feet

**85.7%** Office occupancy rate



SunRail  
at a glance  
SUNRAIL.COM



**\$615 million**  
Commuter rail system





## WHO WORKS DOWNTOWN?

A glimpse at Downtown employees



**56.7%**

Are college educated



**48.6%**

Live within 10 miles of Downtown



**\$49,470**

Average salary Downtown

**14%**

Professional, Scientific and Tech jobs

SOURCES  
2010 US Census, RERC 3Q2014,  
2010 US Census On the Map,  
Sunrail.com



**21 MILES, 17 STOPS** connecting Downtown with Volusia, Seminole, Orange & Osceola Counties

**PHASE TWO - 2016**

**29 MILES, FIVE STATIONS** currently under construction



# play

## 4

**D**owntown Orlando is the heart of Central Florida's diverse entertainment scene. Downtown's Amway Center sets the standard for the best in live sports and entertainment and is home to the NBA's Orlando Magic, ECHL's Orlando Solar Bears, and the Orlando Predators. There are several new developments for 2014. New in 2014, the Dr. Phillips Center for the Performing Arts showcases the region's premiere performance groups as well as Broadway shows. The newly reconstructed Orlando Citrus Bowl, which will feature seating for 70,000 patrons when complete, is home to the Florida Classic, the Buffalo Wild Wings Citrus Bowl, the Russell Athletic Bowl, and the inaugural AutoNation Cure Bowl in 2015. Downtown Orlando will welcome a new venue in 2016, an MLS Soccer Stadium that will be home to Orlando City.

### Professional sports teams

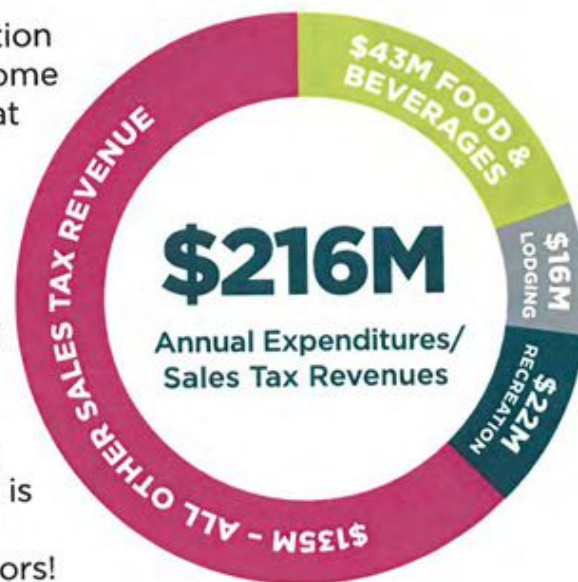


### Host to college athletics year round



## ABOUT LAKE EOLA PARK

**L**ake Eola Park is home to a weekly Farmer's Market, Eola Wonderland during the holidays, Fireworks at the Fountain and so much more. The lake adds to the City Beautiful's landscaped pedestrian friendly environment and is one of Downtown's signature locations. In 2014, Lake Eola Park hosted more than 2.5 million visitors!

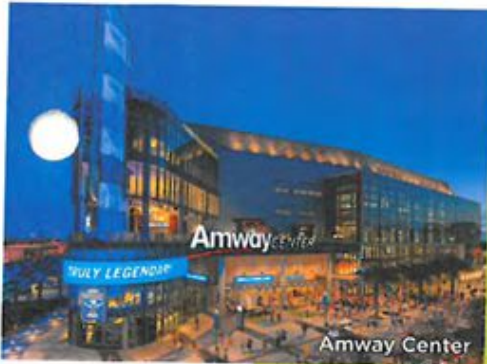


### Hospitality at a glance

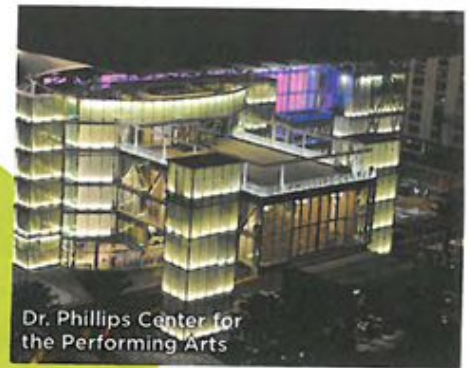
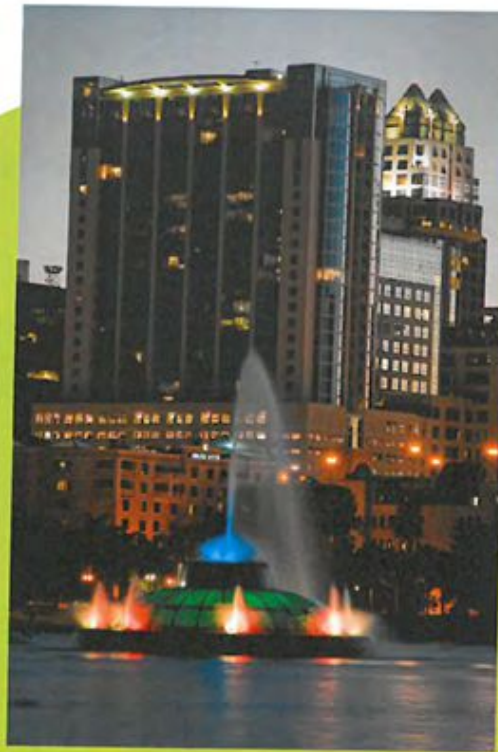


73.1% occupancy rate for hotels Downtown





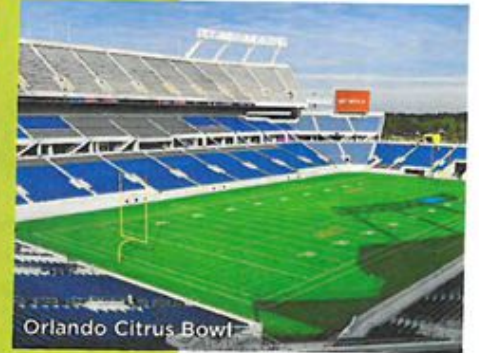
Amway Center



Dr. Phillips Center for the Performing Arts



Orlando City Stadium



Orlando Citrus Bowl

More than

**120**

Dining & nightlife establishments

## DOWNTOWN VENUES

A glimpse at the amenities

More than

**600**

events held in 2014, with more than **1.9M** total attendees

## INVESTMENT IN VENUES

### COMPLETE

**\$480M**

Amway Center

**\$500M**

Dr. Phillips Center for the Performing Arts

### IN-PROGRESS

**\$207M**

Orlando Citrus Bowl Reconstruction

**\$110M**

19,500 seat MLS soccer stadium

SOURCES: RERC 3Q2014, DTO Market Report Summary 2Q2014

**1,459**

hotel rooms

704 PROPOSED

**1,167**

new hotel rooms

453 IN-PROGRESS

**92,000**

guests lodged in 3rd quarter 2014

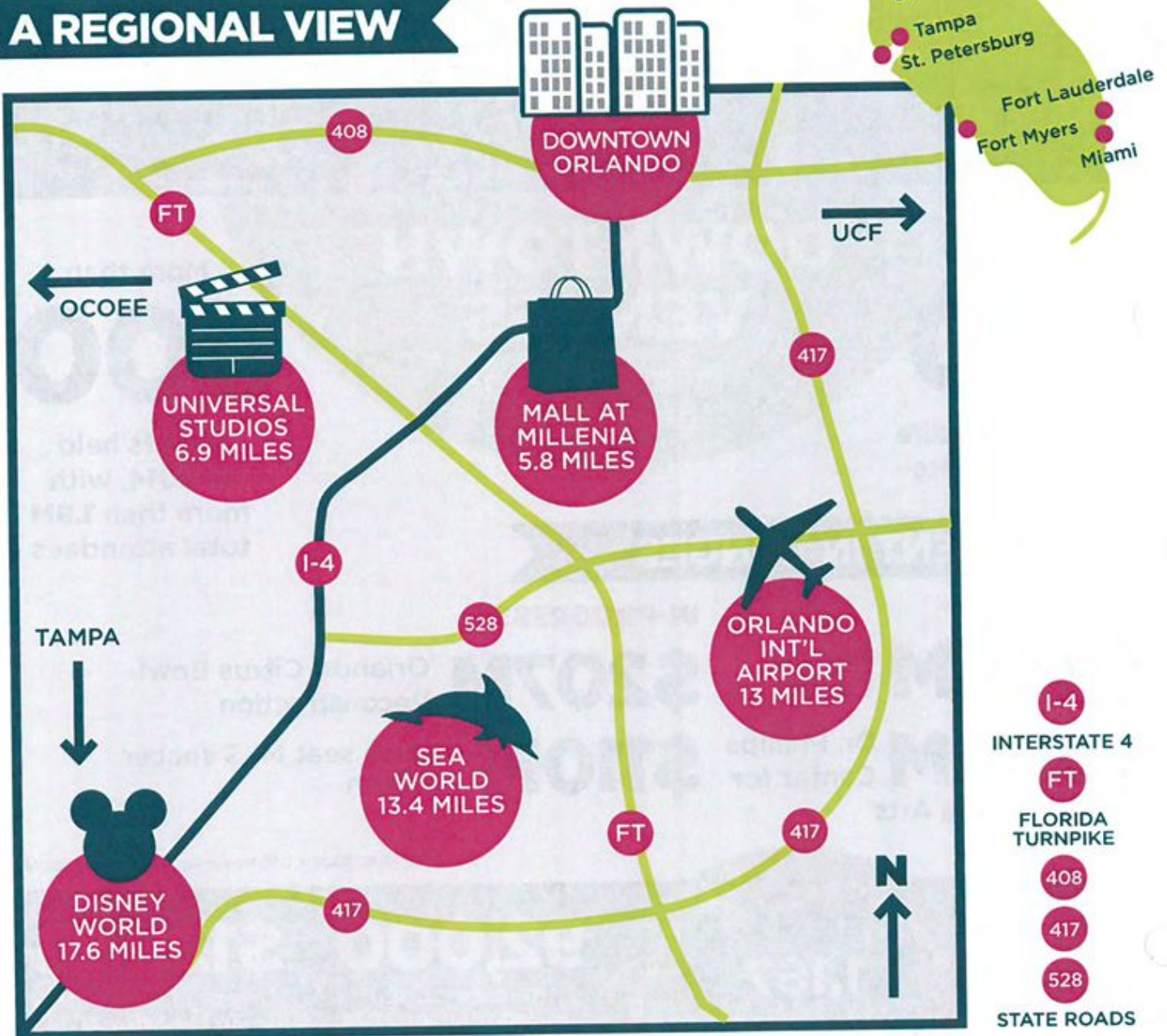
**\$129.91**

average daily rate in 3rd quarter 2014

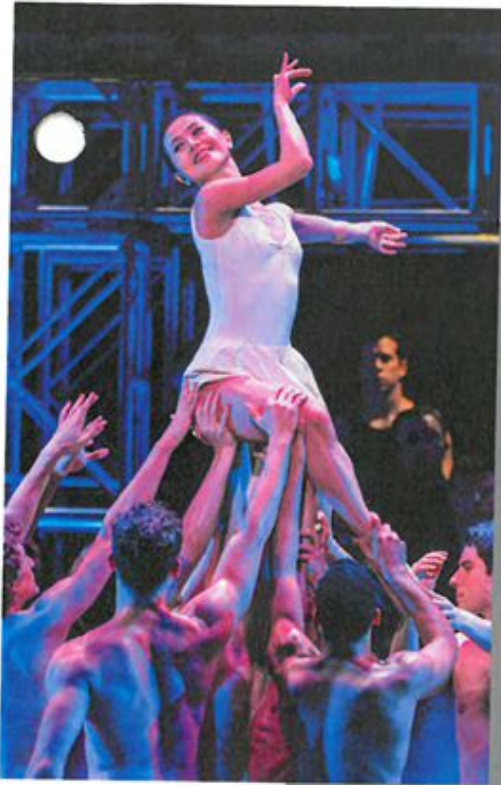




## A REGIONAL VIEW







more than

**33,100**

likes on facebook.com  
/DowntownOrlando

**WANT MORE  
DOWNTOWN?**

Learn more  
online or in person



more than

**39,400**

followers on Twitter  
@DWNTWN\_ORLANDO

more than

**200,000**

visitors at [downtownorlando.com](http://downtownorlando.com)

**CONTACT US**

400 S.  
Orange Ave.  
Orlando, FL  
32801

**VISIT US IN PERSON AT THE  
DOWNTOWN INFORMATION CENTER**

201 S. Orange Ave.  
Orlando, FL 32801  
Hours: 10 a.m. – 5 p.m.  
Monday through Friday

**CONTACT US**

Phone:  
407.246.2555  
Fax:  
407.246.3359



# Downtown Orlando Tour



## BUS TOUR



- 1 CREATIVE VILLAGE
- 2 CENTRAL STATION
- 3 MLS SOCCER STADIUM
- 4 SPORTS ENTERTAINMENT DISTRICT
- 5 AMWAY CENTER
- 6 CHURCH STREET EXCHANGE
- 7 SUNRAIL
- 8 LYMMO
- 9 DR. PHILLIPS CENTER FOR THE  
PERFORMING ARTS
- 10 SKYHOUSE
- 11 NORA
- 12 THE SEVENS
- 13 RESIDENCE INN





# Creative Village

## Description

Orlando has become one of the largest simulation and training clusters in the world, which has fueled rapid-and-related growth in the local entertainment-technology industry. Orlando's digital media industry hosts more than 1,200 companies, 30,000 employees, and collective annual revenues estimated at \$9 billion.

The vision of Mayor Buddy Dyer and the Orlando City Council is to build on the success of Orlando's digital media industry by redeveloping the existing 68-acre Amway Arena site into a Creative Village – a one-of-a-kind place where high-tech companies locate; and employees of those businesses and other residents live, work, learn and play.

The City of Orlando has entered into a public/private partnership with Creative Village Development, LLC to redevelop the Amway Arena site into a high quality, new urban neighborhood to support a diverse and dynamic mix of uses including:

- 900,000 – 1,000,000 square feet of office/creative space
- 300,000 – 500,000 square feet of higher education space
- 25,000 square feet of k-12 education space
- 1,200 – 1,500 residential units
- 125,000 – 150,000 square feet of retail/commercial space
- 150 – 200 hotel rooms
- Six parks providing public space for hosting civic events, festivals and community markets

The Creative Village will have a strong focus on educational uses and build on existing components including the Nap Ford Charter School, the University of Central Florida (UCF) Center for Emerging Media, the Florida Interactive Entertainment Academy (FIEA) and the House of Moves motion capture facility.

The future vertical development is valued between \$800 million to \$1 billion upon completion, with minimal impact to public resources since the compact, urban design is extremely efficient. At buildout, the Creative Village will have a daytime population of roughly 10,000 professionals, students, residents and visitors.

Start: 1st Half 2012

Investment: \$1 Billion (approximately)

Completion: To Be Determined

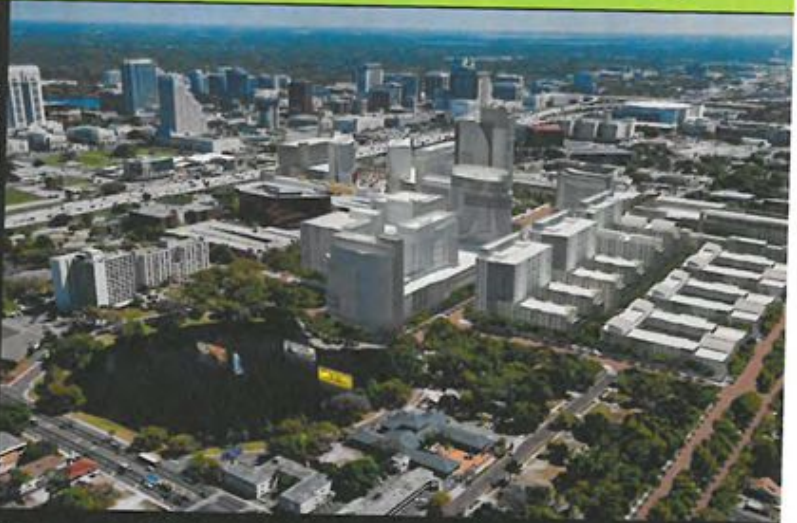
Participants: City of Orlando, Creative Village Development LLC., Baker Barrios Architects

Location: Former Orlando Centroplex site

Contact: City of Orlando, Kelly Moody  
407.246.3730

Planning Area: Parramore

Website: [www.CreativeVillageDevelopment.com](http://www.CreativeVillageDevelopment.com)



In Progress





# Central Station



## Description

Central Station is an environmentally-friendly development, which is being designed to achieve silver certification based on the National Green Building Standards. The first phase of this two phase project will include a 6-story, 279-unit multi-family building with 14,000 square feet of high-quality retail and an integrated parking garage. The second phase will include an additional 15,000 square feet of retail; a 6-story, 125-key hotel; two office buildings (6 and 8 stories); and an 8-story stand-alone parking garage.

A true transit-oriented development, Central Station is positioned directly east of the new SunRail platform at LYNX's Central Station, providing direct access to SunRail, LYMMO and LYNX. Additional nearby mobility options available to motorists, cyclists, and pedestrians include Interstate-4, the Livingston bike lane, and Gertrude's Walk.

At 6.4 acres, Central Station occupies nearly an entire block and presents an unmatched opportunity to develop an enduring project that will significantly influence the physical and social landscape of Downtown Orlando.

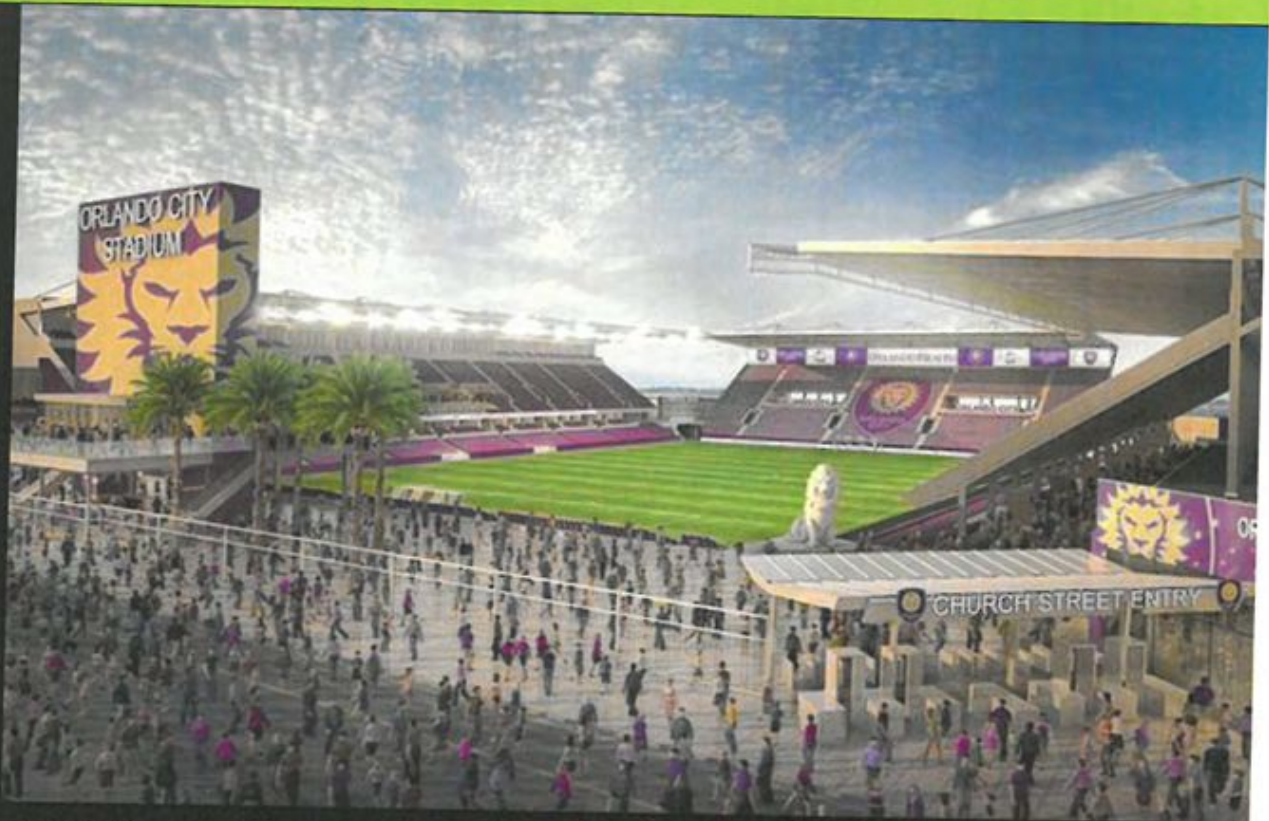
Start:	2nd Half 2013 (Phase 1) 2nd Half 2015 (Phase 2)	Investment:	\$50 Million (Phase 1)
Completion:	2nd Half 2015 (Phase 1) 2nd Half 2016 (Phase 2)	Participants:	Crescent Communities, Rida Development
Location:	400 North Orange Avenue	Contact:	Crescent Communities—980.321.6233 (Phase 1) Rida Development—704.397.2500 (Phase 2)
Planning Area:	Central Business District	Website:	<a href="http://www.crescentcommunities.com">www.crescentcommunities.com</a> , <a href="http://www.ridadev.com">www.ridadev.com</a>

**DOWNTOWN  
ORLANDO**

In Progress



# MLS Soccer Stadium



## Description

Orlando City's new downtown soccer stadium broke ground in October 2014 and will be open for the first game of the 2016 MLS season. The site is two blocks from the Amway Center and within walking distance of the downtown central business district. The stadium has been designed with the intention of creating the loudest and most intimidating atmosphere in Major League Soccer, with North America's only safe-standing supporter section and a low slanted roofline to amplify crowd noise.

- 19,500 capacity
- 360 lower bowl
- Full roof canopy to enhance crowd noise and provide shelter from sun / rain
- Field sunken 10' below ground level to offer spectacular views from street level
- 360' scoreboard balcony bar
- All natural grass playing surface
- Single deck safe-standing supporter section
- Expansive fan plaza
- Rotating four times life size Lion statue
- Underground structure in place for future expansion

Start: Late 2014

Completion: Early 2016

Location: SEC Central & Parramore

Planning Area: Parramore

Investment: \$110 Million

Participants: City of Orlando, Orange County, Orlando City Soccer

Contact: Orlando City Soccer, Jhamie Chin, Press Officer—407.478.4167

Website: [www.orlandocitysoccer.com](http://www.orlandocitysoccer.com)

In Progress





# Sports Entertainment District



## Description

The Sports and Entertainment District (SED) is a proposed mixed use development adjacent to Amway Center on 8.43 acres. Specifically, the private mixed use development will provide an exciting urban place that engages the activities associated with the Amway Center, while being responsive to adjacent land uses and the potential of West Church Street. Proposed uses include Hotel, Expo Space, Retail, Office, and Residential, all supported by structured parking.

Proposed

Start: TBD (Phase 1)  
TBD (Phase 2A & 2B)

Investment: \$200 Million

Completion: TBD (Phase 1)  
TBD (Phase 2A & 2B)

Participants: SED Enterprises, LLC

Location: Adjacent to the Amway Center on the City block bordered by Church Street, Hughey Avenue, Division Avenue and Central Avenue

Contact: Pat Gallagher, General Counsel & Project Director, Orlando Magic / 407.916.2449

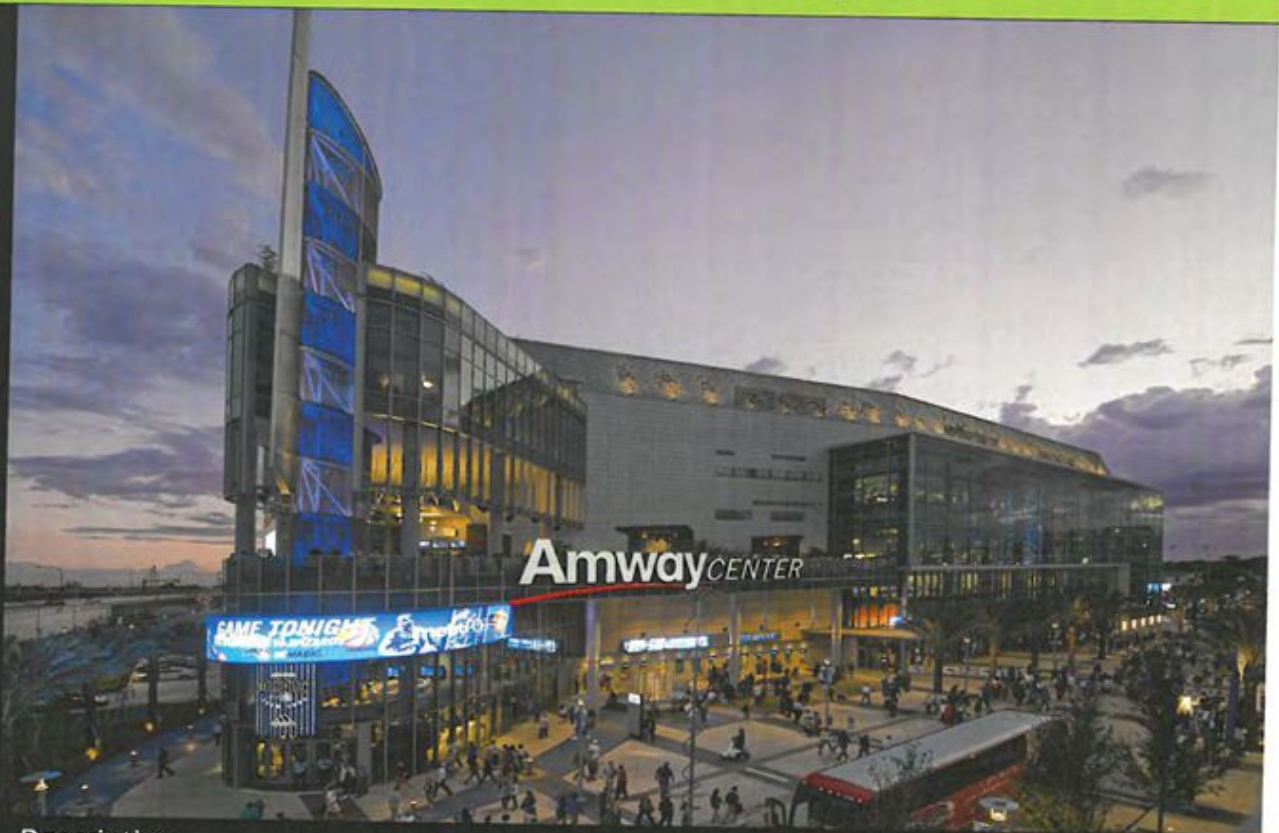
Planning Area: Parramore

Website: N/A





# Amway Center



## Description

From its signature spire and modern architecture to its public spaces and comfortable amenities, the Amway Center is both a welcoming addition to the surrounding neighborhood and an iconic destination in Central Florida. The Amway Center features a modern mix of metal and glass exterior materials and the spire serves as a beacon amid Orlando's vibrant downtown.

With an ultimate capacity of more than 20,000 seats, the arena was designed to respond to its distinct urban setting while revealing the activities occurring within. Bounded by Church Street, Hughey Avenue, South Street and Division Avenue, the Amway Center's primary entrance faces north to Church Street, creating a natural extension of the nearby downtown entertainment core. The Church Street entry features a large public entry plaza connecting to the Amway Center's spacious entry lobby.

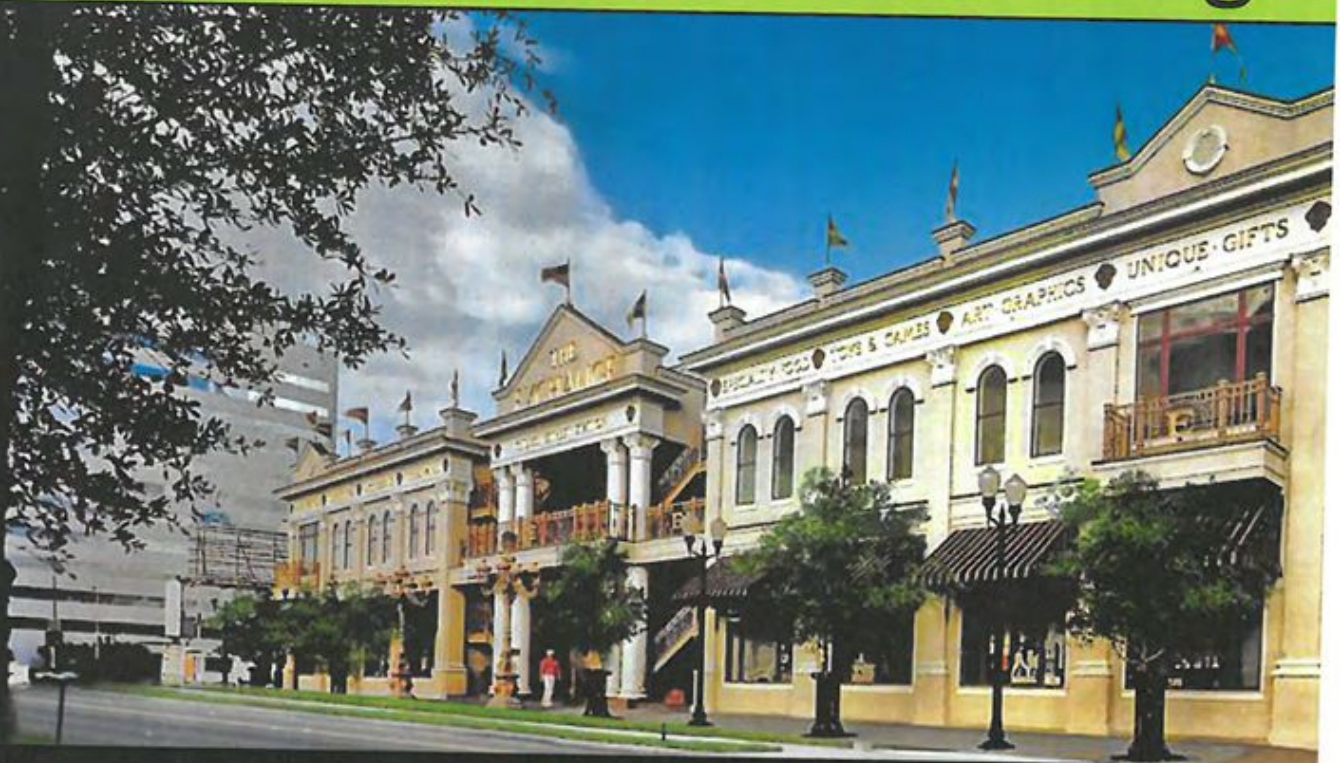
Start:	2nd Half 2008	Investment:	\$480 Million
Completion:	2nd Half 2010	Participants:	City of Orlando, Orange County, Orlando Magic, Populous, Hunt Construction
Location:	300 West Church Street	Contact:	City of Orlando- 407.849.2012
Planning Area:	Parramore	Website:	<a href="http://www.amwaycenter.com">www.amwaycenter.com</a>

Complete





# Church Street Exchange



## Description

Church Street Station has transformed dramatically since being built as a railroad station in the late 1880's. A century later, this complex grew to feature exceptional dining, shopping and entertainment. Attracting more than four million tourists, it helped position Downtown Orlando as a destination in the eyes of residents and tourists alike.

A key attraction at Church Street Station was the Church Street Exchange building. This 125,000 square foot complex housed more than 60 specialty shops and restaurants in a beautiful Victorian atmosphere.

Fast forward to present day, this elegant piece of Orlando history has awakened after lying dormant for a number of years. This building is now a hub for downtown technology companies, helping to form Orlando into a nationally recognized center for technology and startups. Current tenants include: Canvs, PlanSource, Iron Yard, BookThatDoc, Extract Juice Bar & Lounge and Trend Studios. In February 2015, PowerDMS will move in and occupy 15,000 square feet of space.

Start: 1988

Completion: 1988

Location: Church Street and  
Garland Avenue

Planning Area: Central Business District

Investment:

Participants: Bob Snow

Contact: Mitch Heidrich 407.949.0737  
Kevin O'Connor 407.949.0736

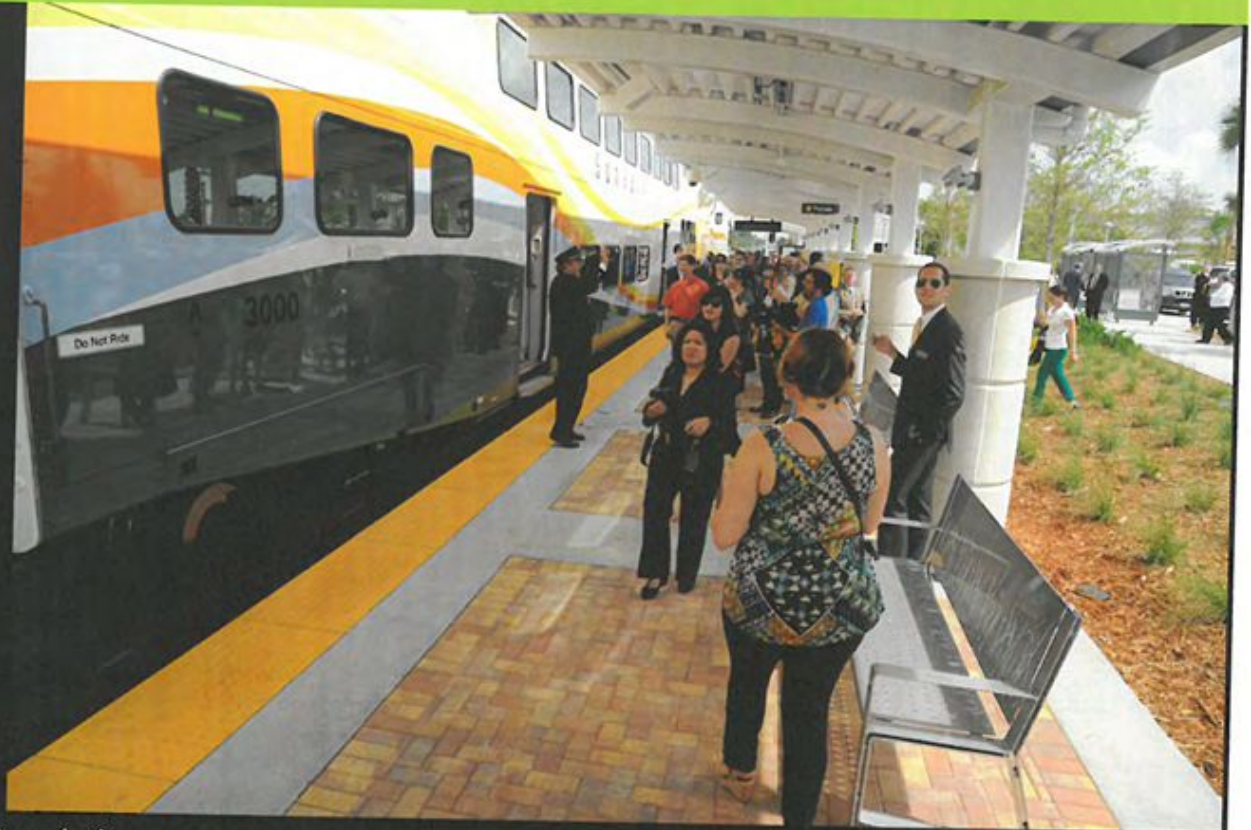
Website: <http://visitchurchstreet.com/contact.html>

Complete





# SunRail



## Description

Residents and visitors are now able to commute throughout Central Florida on SunRail, our new 32-mile, 12-station commuter rail line that opened phase 1 in May 2014. This line serves DeBary on the north to Sand Lake Road on the south, with four stations in the City of Orlando, and two located in Downtown Orlando.

SunRail is the spine of a region-wide, multi-modal network of transportation options that allow us to get where we want to go without having to rely solely on car ownership and expensive gasoline. SunRail also encourages smart growth and transit-oriented-development with new projects at each station creating jobs and boosting the economy.

Future extensions are planned for phase 2, a 29-mile segment that will extend the rail line north to DeLand and south to the Poinciana area.

Start: 1st Half 2012 (Phase 1)  
2nd Half 2013 (Phase 2)

Investment: \$615 Million

Completion: 1st Half 2014 (Phase 1)  
1st Half 2016 (Phase 2)

Participants: Florida Department of Transportation, City of Orlando

Location: Existing Railroad Tracks

Contact: City of Orlando Transportation Planning Division - 407.246.2092

Planning Area: Central Business District

Website: [www.sunrail.com](http://www.sunrail.com)

In Progress





# LYMMO BRT Expansion



## Description

In 1997, the LYNX LYMMO service was developed to give residents and visitors free and convenient access to public transportation around Downtown Orlando. LYMMO is a Bus Rapid Transit (BRT) service. Buses operate in their own right of way providing a non-congested route downtown to major destinations. Travel on the system is easy and convenient.

As part of its continued focus on making Orlando a more pedestrian-friendly destination and expanding public transportation options, the City joined LYNX in the spring of 2014 to kickoff the new Grapefruit LYMMO line service. The Grapefruit Line consists of a 3.52-mile loop containing 15 stations and enhances the ease of mobility around Downtown Orlando.

Soon, the Orange and Grapefruit Line will be joined by another new route. This new line, named the Lime Line, is expected to open in 2016. The Lime Line will serve Creative Village to Amway Center as well as LYNX Central Station and SunRail. Service on LYMMO is frequent, fun, and gets you where you need to go.

Start: 2nd Half 2012  
Completion: 1st Half 2014 (Grapefruit)  
1st Half 2016 (Lime)

Location: Downtown Orlando

Planning Area: Downtown Orlando

Investment: \$24 Million

Participants: City of Orlando

Contact: City of Orlando Transportation Planning  
Division - 407.246.2180

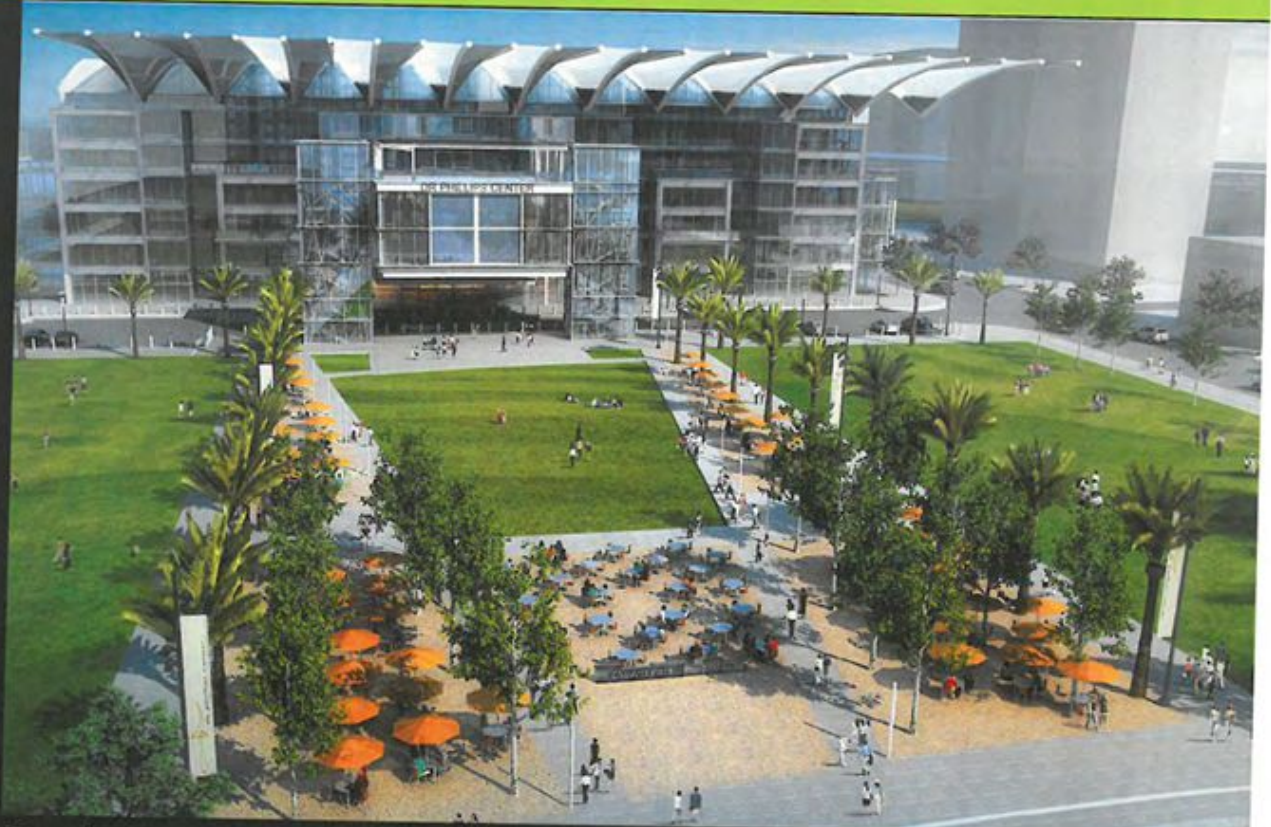
Website: [www.golymmo.com](http://www.golymmo.com)

In Progress





# Dr. Phillips Center



## Description

The Doctor Phillips Center for the Performing Arts is a premier destination for entertainment and the arts, located in the heart of Downtown Orlando. The Center is home to the Walt Disney Theater which holds 2,700 seats and can be used for large amplified productions such as Broadway plays, concerts and traveling shows. The Center is also home to the Alexis & Jim Pugh Theater which houses a 300 seat, multi-purpose room that can be used for theater, dance and education. Outside the Center is the CNL Seneff Arts Plaza, a community gathering space of 3,000 people, where accommodations can be made for live shows and outdoor performances. A future acoustical theater will contain 1,700 seats, which will be ideal for for any symphony, opera or ballet performances. Phase 2 of the project allows for private development to surround the Center. The available space can accommodate hotel and office spaces.

Start: 1st Half 2011

Investment: \$500 Million

Completion: 2nd Half 2014

Participants: City of Orlando, Orange County,  
Community Redevelopment Agency

Location: SEC Magnolia Avenue  
& South Street

Contact: Dr. Phillips Center For The Performing Arts-  
407.839.0119

Planning Area: Central Business District

Website: [www.drphillipscenter.org](http://www.drphillipscenter.org)

Complete





# SkyHouse



## Description

SkyHouse is 23-story, 320 unit luxury apartment building that includes approximately 8,300 square feet of ground retail space and an integrated public parking garage.

Complete

Start: 2nd Half 2012

Investment: \$63 Million

Completion: 2nd Half 2013

Participants: NGI Investments, LLC

Location: 90 East Livingston Street

Contact: NGI Investments, LLC—404.575.4424

Planning Area: Central Business District

Website: [www.novaregroup.com](http://www.novaregroup.com)





# NORA



## Description

NORA, a 6-story mid-rise apartment building, is located on the corner of North Orange Avenue and Marks Street in Downtown Orlando. NORA offers 246 one and two bedroom apartment homes, an on-site 400-space parking garage, large interior courtyard with pool and landscape features, a 5,000 square foot health club, 5,000 square feet of restaurant space, and 11,000 square feet of retail space.

In Progress

Start: 2nd Half 2012

Investment: \$28 Million

Completion: 2nd Half 2014

Participants: GDC Properties

Location: 899 North Orange Avenue

Contact: GDC Properties—407.478.7600

Planning Area: Uptown

Website: [www.GDCproperties.com](http://www.GDCproperties.com)





# The Sevens



## Description

The Sevens is located on approximately 2.5 acres of land on the southeast corner of Park Lake Street and North Orange Avenue, and extends to the south, almost a full block along North Orange Avenue. The building will contain 9 stories of mixed-use space with 9,000 square feet of ground floor retail space, 334 apartment units, and a 606-space, 7-story integrated parking structure. The project also includes a dog run, ground floor courtyard, clubhouse, leasing area, lounge, game room, fitness center, and pool.

In Progress

Start: 2nd Half 2014

Investment: \$35 Million

Completion: 2nd Half 2016

Participants: Pizzuti, Charlan Brock & Associates

Location: 777 North Orange Avenue

Contact: Pizzuti—407.841.0000

Planning Area: Uptown

Website: [www.pizzuti.com](http://www.pizzuti.com)





# Residence Inn by Marriott



## Description

A \$27 million select-service hotel project with 138 rooms, 4,000 square feet of ground floor commercial space, and integrated parking. This site is at the southwest quadrant of the Colonial Drive and Orange Avenue intersection in Downtown Orlando. This 7-story building with contemporary architecture will define the northern gateway of Downtown Orlando at this prominent corner.

In Progress

Start: 1st Half 2014

Investment: \$27 Million

Completion: 1st Half 2015

Participants: Ustler Development, Pinnacle Hotel Management

Location: 680 North Orange Avenue

Contact: Ustler Development—407.839.1070

Planning Area: Central Business District

Website: [www.ustler.net](http://www.ustler.net)





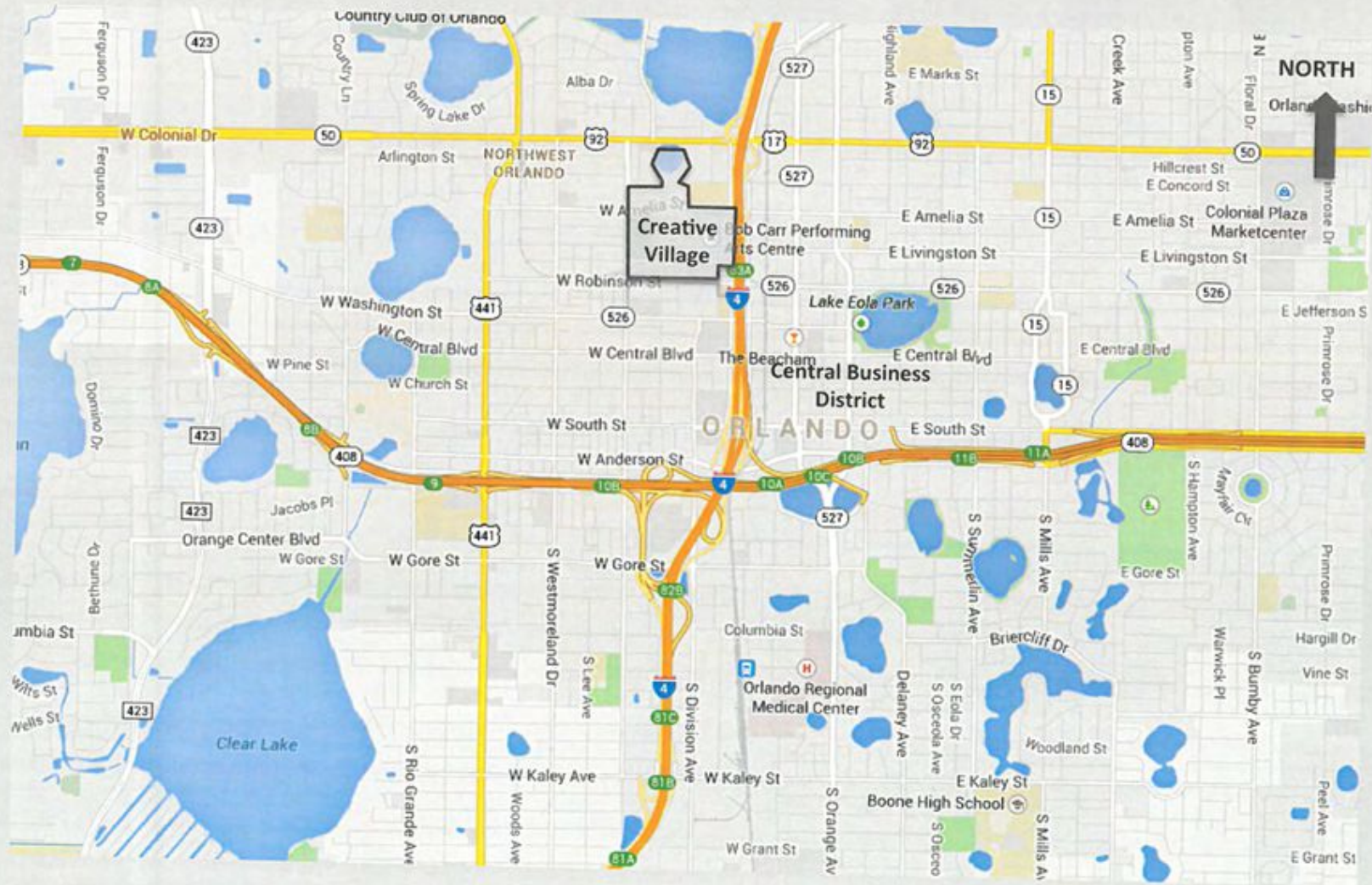
# Creative Village Overview



# CREATIVE VILLAGE DOWNTOWN ORLANDO

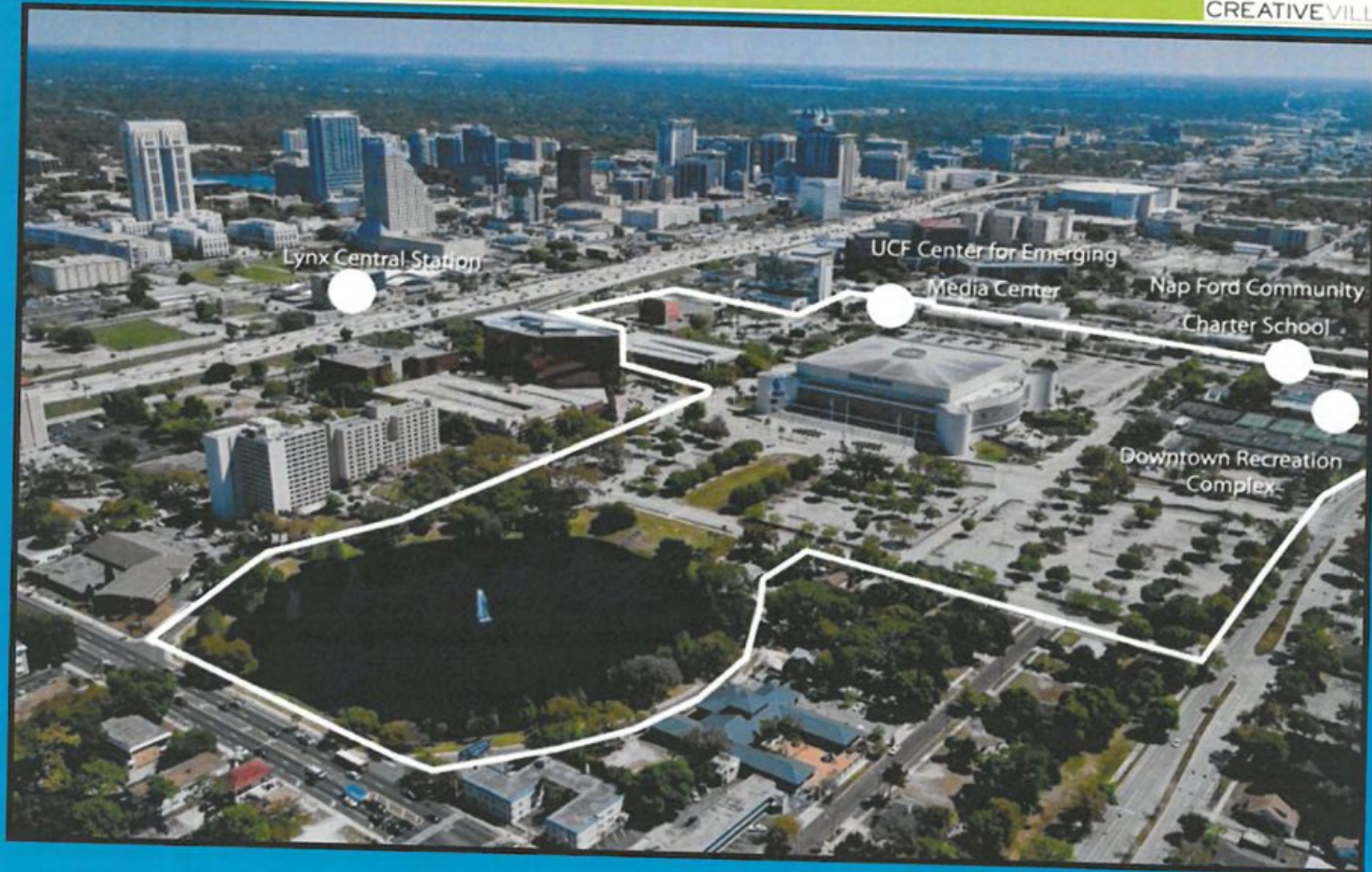
Board of Governors Briefing on UCF Downtown  
January 15, 2015

# Creative Village Downtown Orlando Regional Map






# Creative Village Redevelopment Area







a vision focused on

- educational >
- job creation >
- transportation >
- housing >
- economic development >
- green >
- cultural >
- neighborhood development >

opportunities  
for Orlando

## Public / Private Partnership City Solicitation for Proposals



In March 2010, the City issued a Solicitation for Proposals and undertook a selection process with specific requirements, including:

- High-quality urban, mixed use development with an emphasis on expanding educational and creative industries in Orlando
- Mix of affordable / attainable / market rate residential uses
- Green energy efficiency standards
- Transit oriented design
- Address parking and existing recreational uses
- Financially feasible
- Complement the surrounding Parramore Neighborhood



## Public / Private Partnership

### The Team



- **City of Orlando** – Under the leadership of Orlando Mayor Buddy Dyer, the City conceived the original idea for the Creative Village in downtown Orlando and the City is the landowner.
- **Creative Village Development, LLC (CVD)** – CVD is a partnership between Banc of America Community Development Corporation and a local entity led by Ustler Development. This entity formulated the specific business and development plan for Creative Village.
  - Banc of America Community Development Corporation's financial capacity and success in securing federal stimulus money
  - Ustler Development, Inc.'s commitment and track record as a local leader in downtown Orlando development



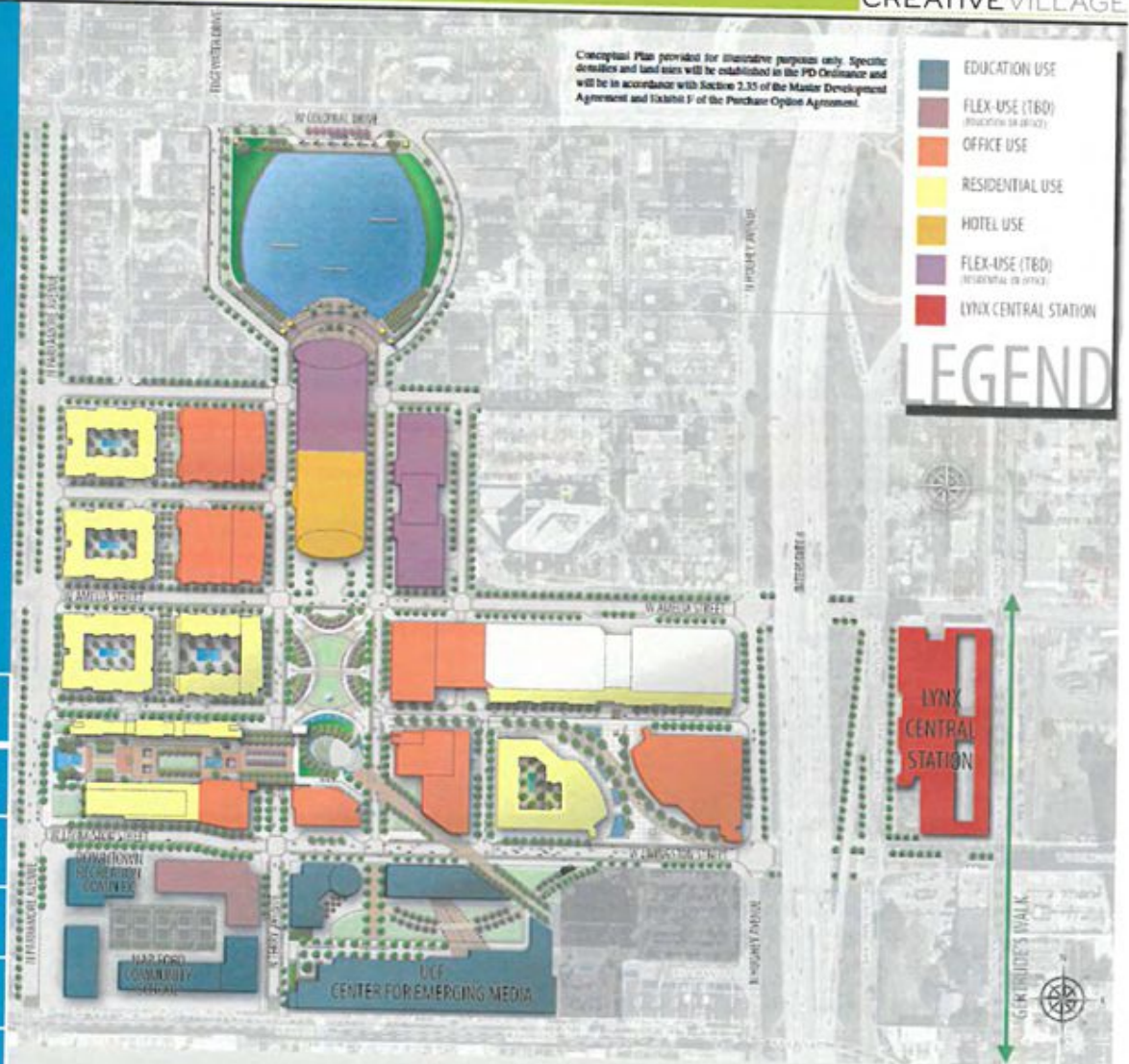
# Overall Master Plan Per Master Development Agreement



At completion of vertical construction and build out, Creative Village represents over \$1 billion dollars in new development.

## Anticipated Development Program:

Use	Program
Office / Creative	900K – 1,200K sq ft
Education	325K sq ft
Residential	1,200 – 1,500 units
Commercial	125K – 150K sq ft
Hotel	150 – 225 rooms





# Conceptual Master Plan UCF/Valencia Campus



With the announcement of a larger downtown UCF/Valencia presence, the master plan was updated to accommodate 600,000 - 800,000 square feet of education space:

- Education and academic campus located south of new Livingston Street
- Accommodates up to 1.5 million square feet in multiple 4-8 story buildings
- Other university-related uses can be integrated into the private development north of Livingston Street (e.g., student housing, retail, services, recreation)

Note: Revised concept plan includes other minor modifications to maintain Bob Carr and to accommodate adaptive reuse and interim uses.



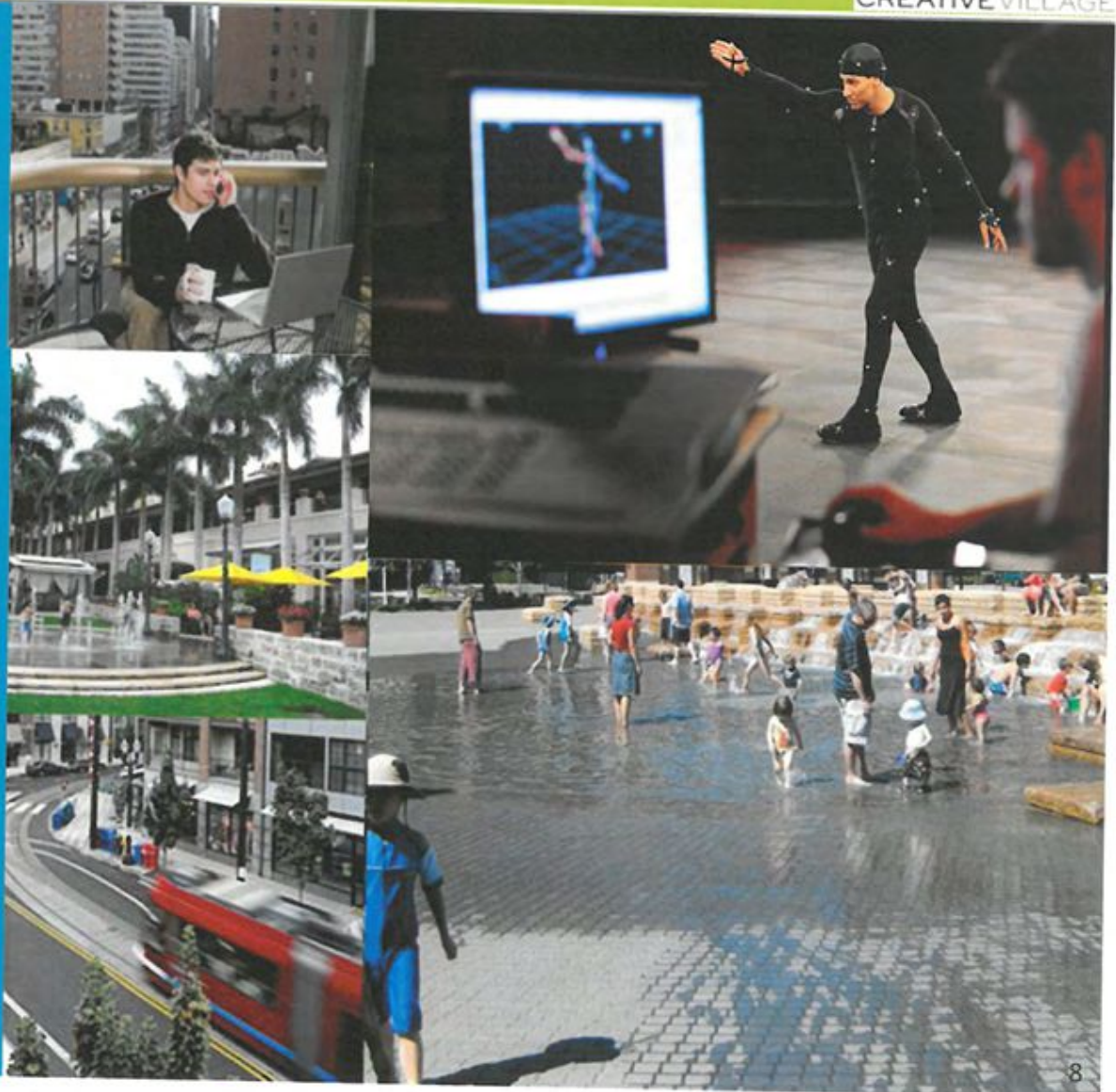


## Our Plan

### Live>Learn>Work>Play



- Live – housing diversity and lifestyle elements
- Learn – education is the foundation of our great urban neighborhood
  - led by UCF and Valencia
- Work – at build out, there will be over 8,000 core and related jobs
- Play – parks, open space, arts, culture, recreation





# Four Corners Conceptual Phase I Plan



- Realign Livingston Street and Terry Avenue for LYMMO BRT expansion
- Initial focus on “Four Corners” area at the intersection of Livingston Street and Terry Avenue; concurrent with initial education building
  - market rate, urban apartments
  - student housing
  - office, multi-tenant
- Maintains existing Bob Carr
- Adaptive reuse and interim uses





# Creative Village UCF – Valencia Rendering





# Creative Village

## UCF – Valencia Rendering





# Creative Village Conceptual Rendering





## Downtown Orlando Context Projects and Activity



- Venues
  - Amway Center
  - Dr. Phillips Center for the Performing Arts
  - Citrus Bowl Reconstruction
  - MLS Soccer Stadium
- Education
  - UCF Downtown Presence
  - Valencia College
  - OCPS K-8 School
- Private Development
  - Creative Village
  - Magic Sports and Entertainment District
  - Downtown Residential Growth
  - Florida Hospital and Orlando Health
- Transit
  - SunRail
  - All Aboard Florida
  - Orlando Airport
  - “Ultimate I-4” Project
  - Downtown Orlando “Last Mile” connectivity via LYMMO, car share, bike share
- Other Important Activity
  - Incubators / Co-Working Space
  - Orlando Tech Association
  - Orlando Rising Documentary
  - Project DTO
  - Parramore Plan
  - See Art Orlando
  - Melrose Center



# Downtown Orlando and Creative Village Context Investment



- Creative Village Development, LLC (CVD)
  - Cash over \$1 million
  - Time over 10,000 hours
  - valued at over \$2 million
- Creative Village Infrastructure
  - Federal Grants, City of Orlando, and Other Partners \$19.5 million
- CVD Phase I Private Vertical Development Program \$90 million
- Parramore Projects, Proximate to Creative Village over \$1 billion
- Other Notable Downtown Orlando Projects (i.e., SunRail, DPAC, etc.) approximately \$550 million
- Private Real Estate Investment in Downtown Orlando (past 5 years) approximately \$400 million

Detailed figures are available on the Investment and Development Values Worksheet dated January 15, 2015.

# Master Development

## The Business Deal



- Since being selected as the City's development partner in 2010, CVD has undertaken a multitude of master development activities:
  - CVD and City execute a Master Development Agreement (MDA) and Purchase Option Agreement (POA)
  - CVD and City secure TIGER II funding for infrastructure / LYMMO BRT service
  - CVD and City establish the zoning and PD Ordinance
  - CVD and City demolish Amway Arena
- As master developer, CVD is responsible for project management/administration, horizontal/infrastructure development, planning, urban design, community outreach, marketing, etc.
- As master developer, CVD manages the project and all of the land area within the boundaries of the Creative Village site.
- Land Sales
  - City receives proceeds from land sales, per the pricing schedule in the POA, up to an established number
  - Over the number, CVD has a profit sharing arrangement with the City
  - Super appreciation / windfall provision and a cap on CVD profit sharing exist in the MDA
  - The "anchor tenant parcels" (essentially south of new Livingston Street) are in the land sales model at zero



## Contact Information



[www.creativevillagedevelopment.com](http://www.creativevillagedevelopment.com)

[www.cityoforlando.net/creativevillage](http://www.cityoforlando.net/creativevillage)

[www.ucf.edu/downtown](http://www.ucf.edu/downtown)

[www.ustler.net](http://www.ustler.net)

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Ustler Development, Inc.  
[custler@ustler.net](mailto:custler@ustler.net)

Tim Baker, AIA  
Baker Barrios  
[tbaker@bakerbarrios.com](mailto:tbaker@bakerbarrios.com)

Brooke A. Myers  
Emerge Real Estate Ventures  
[brooke@emerge-realestate.com](mailto:brooke@emerge-realestate.com)



# Investment and Development Values

**Creative Village, Downtown Orlando****Investment and Development Values Worksheet**

Board of Governors Briefing on UCF Downtown, January 15, 2015

**City Donation To Downtown University Campus**Existing UCF Center for Emerging Media / FIEA Building Donation:

- City contribution to building renovation (2003/2004)	\$4.5 million
- Estimated value of forgone rent for the past 10 years	\$24 million

New Campus Donation:

- Land Donation (area south of realigned Livingston St., west of the former Sheraton hotel)	±15 acres
- Estimated Land Value	\$20 - 22 million
- Estimated value of UCF CEM / FIEA building to be donated to UCF (approximately 113,000 sq ft building)	\$22.5 million
- Estimated value of forgone future annual taxes by donating land to public use	\$3 million annually
- Estimated value of City Services associated with serving university campus	\$3.5 million annually

**University of Central Florida / Valencia Downtown Campus**

Total Campus Plan Estimate (excludes related private development)	\$200 - 220 million
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**Creative Village Investment**Creative Village Private Investment To Date:

## Creative Village Development, LLC (Master Development entity)

• CVD, LLC Cash Investment	\$1,000,000
• CVD, LLC Time	over 10,000 hours; 5 years valued at over \$2,000,000

Creative Village Infrastructure Investment:

• Parramore BRT (Lime Line)	
- TIGER II Grant	\$13,000,000
- Local Match	\$3,250,000
Subtotal - Parramore BRT	\$16,250,000
• Amway Arena Demolition and Recycling (City of Orlando)	\$2,000,000
• Other Grant Funding	\$1,225,000
Subtotal - Infrastructure Investment	\$19,475,000

<b>Total - Private Investment and Infrastructure Investment</b>	<b>\$22,475,000</b>
---	---------------------

Note: Investment and development values are estimates for discussion purposes only.

Page 1 of 2

**Creative Village, Downtown Orlando****Investment and Development Values Worksheet**

Board of Governors Briefing on UCF Downtown, January 15, 2015

**Creative Village Phase 1 Private Vertical Development, Concurrent With 1st University Building (estimated)**

Student Housing	\$30 million
Apartments, Market-Rate	\$35 million
Office, Multi Tenant	\$25 million
Subtotal - Phase I Private Vertical Development	\$90 million

**Creative Village Economic Impact****Vertical Development Program (baseline, excludes density bonuses or increases):**

- Office / Commercial	1,225,000 square feet
- Residential	1,500 units
- Hotel	150 rooms
- Original Education Program	325,000 square feet

Total Vertical Development Value Estimate	\$800 million - \$1 billion
Capital/Private Investment for Vertical Development (roughly 30%)	\$240 - \$300 million
Jobs (preliminary estimate by Fishkind, January 29, 2010)	
> At Build-Out	8,200
> Construction	6,500

**Related Projects****Parramore Projects, Proximate to Creative Village - funded with both public and private investment:**

- Amway Center	\$480 million
- Citrus Bowl Reconstruction	\$200 million
- Magic Sports and Entertainment District	\$200 million
- Major League Soccer Stadium	\$110 million
- OCPS K-8 School	\$41.5 million
- East/West BRT (Grapefruit Line)	\$9.6 million
- Church Street Exchange and Canvs	\$4.5 million
- Gertrude's Walk	\$1.5 million
Sub-Total Parramore Projects	\$1.047 billion

**Other Notable Downtown Orlando Projects - funded with both public and private investment:**

- Dr. Phillips Center for the Performing Arts	\$500 million
- SunRail (\$54 mil is downtown; total Phase I investment is \$615 mil)	\$54 million
- See Art Orlando	\$1.5 million
- Orange County Library Melrose Center	\$1 million
- Project DTO	\$600,000
Sub-Total Other Notable Downtown Orlando Projects	\$557 million

Private Real Estate Investment in Downtown Orlando - completed in the last 5 years and under construction: approximately \$400 million

Note: Investment and development values are estimates for discussion purposes only.

Page 2 of 2



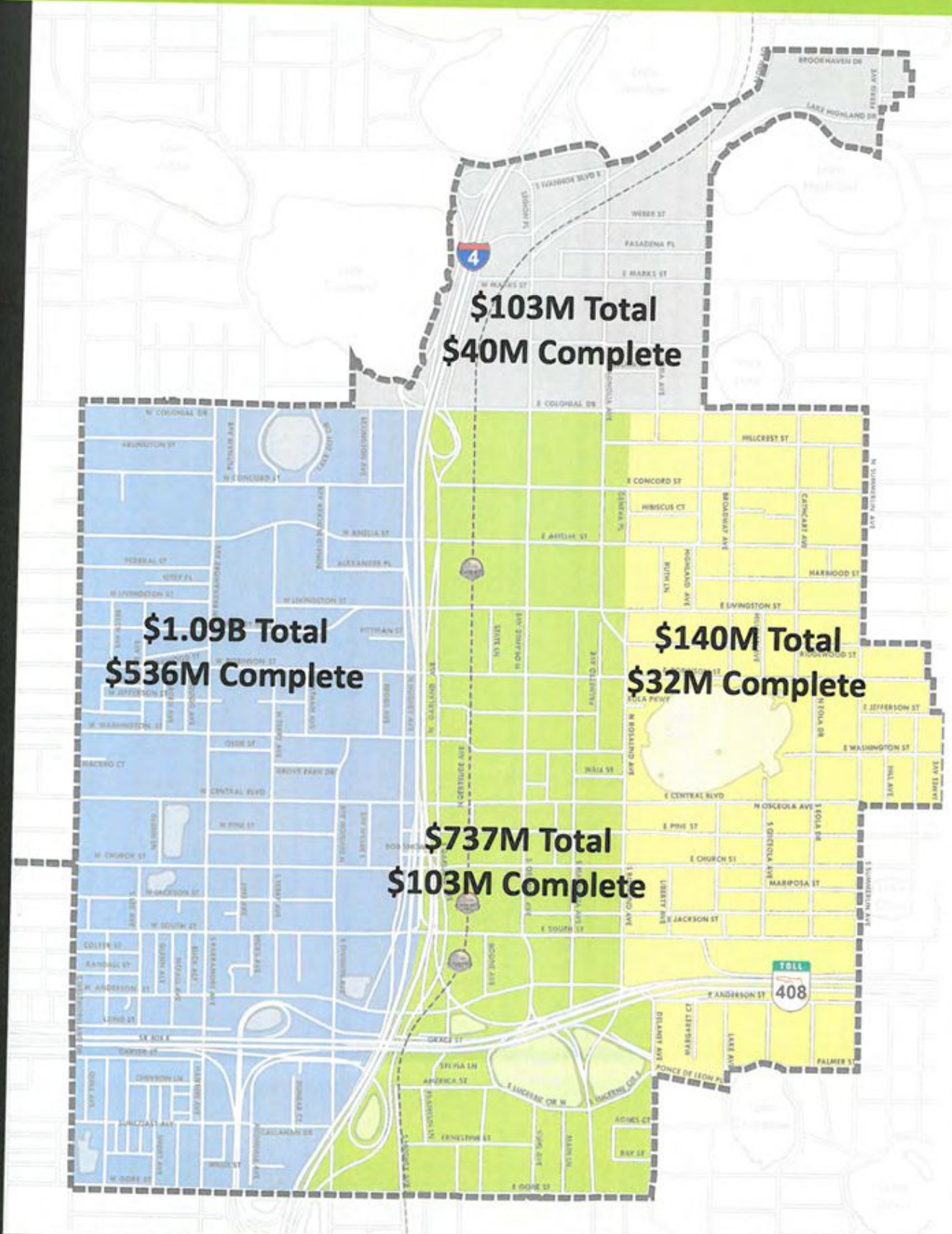
# Maps and Renderings





# Downtown Investment

## Downtown Sub-Markets

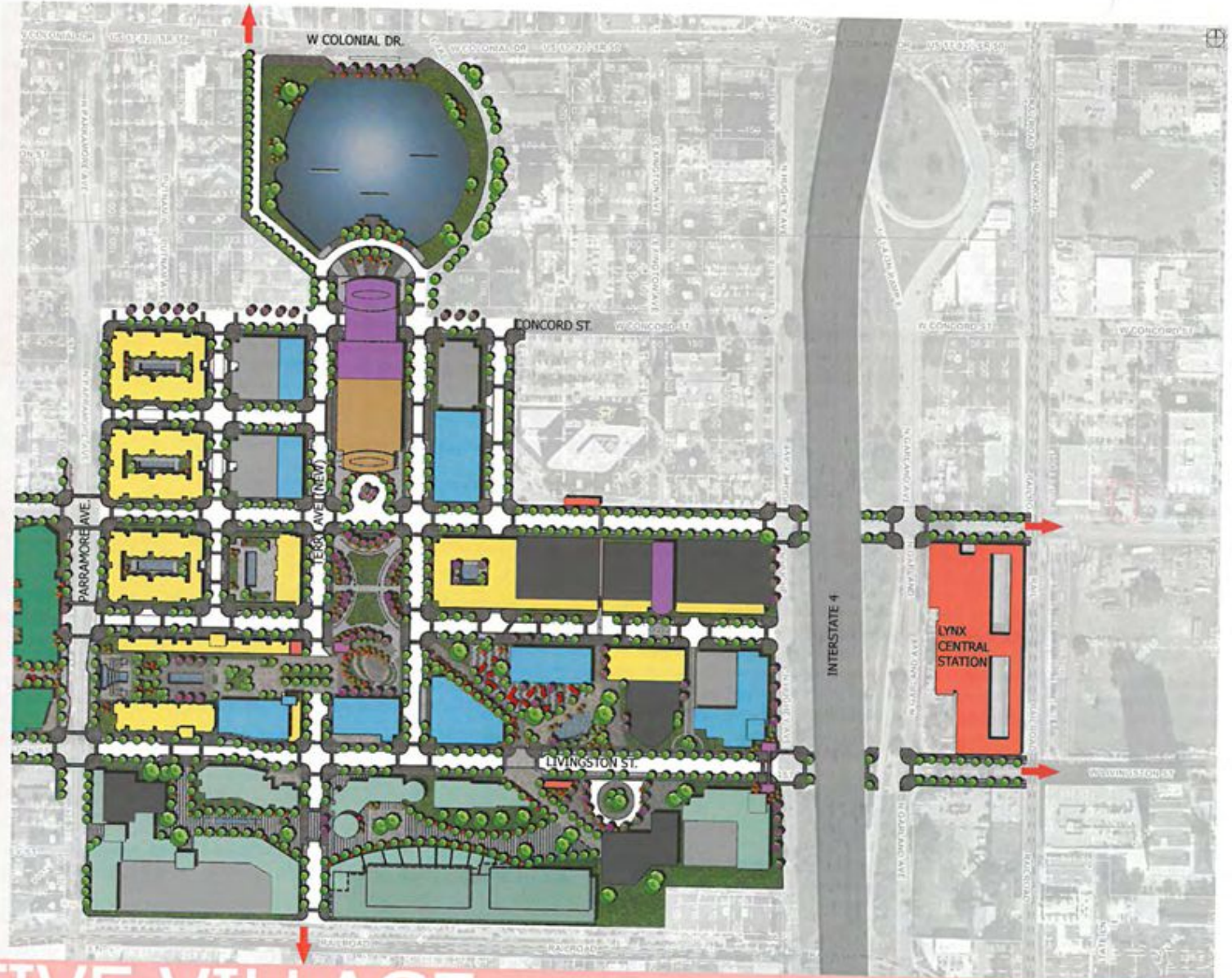


Investment amounts based on projects that have been proposed, are in-progress, and have recently been completed. Recent completed projects include those finished within the last five years.



## CONTENTS TABLE

- OFFICE/CREATIVE
- EDUCATION
- RESIDENTIAL
- HOTEL
- FLEX/TBD



# CREATIVE VILLAGE

## CONCEPTUAL MASTER PLAN - UNIVERSITY CAMPUS

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THE NEXT GENERATION OF DESIGN





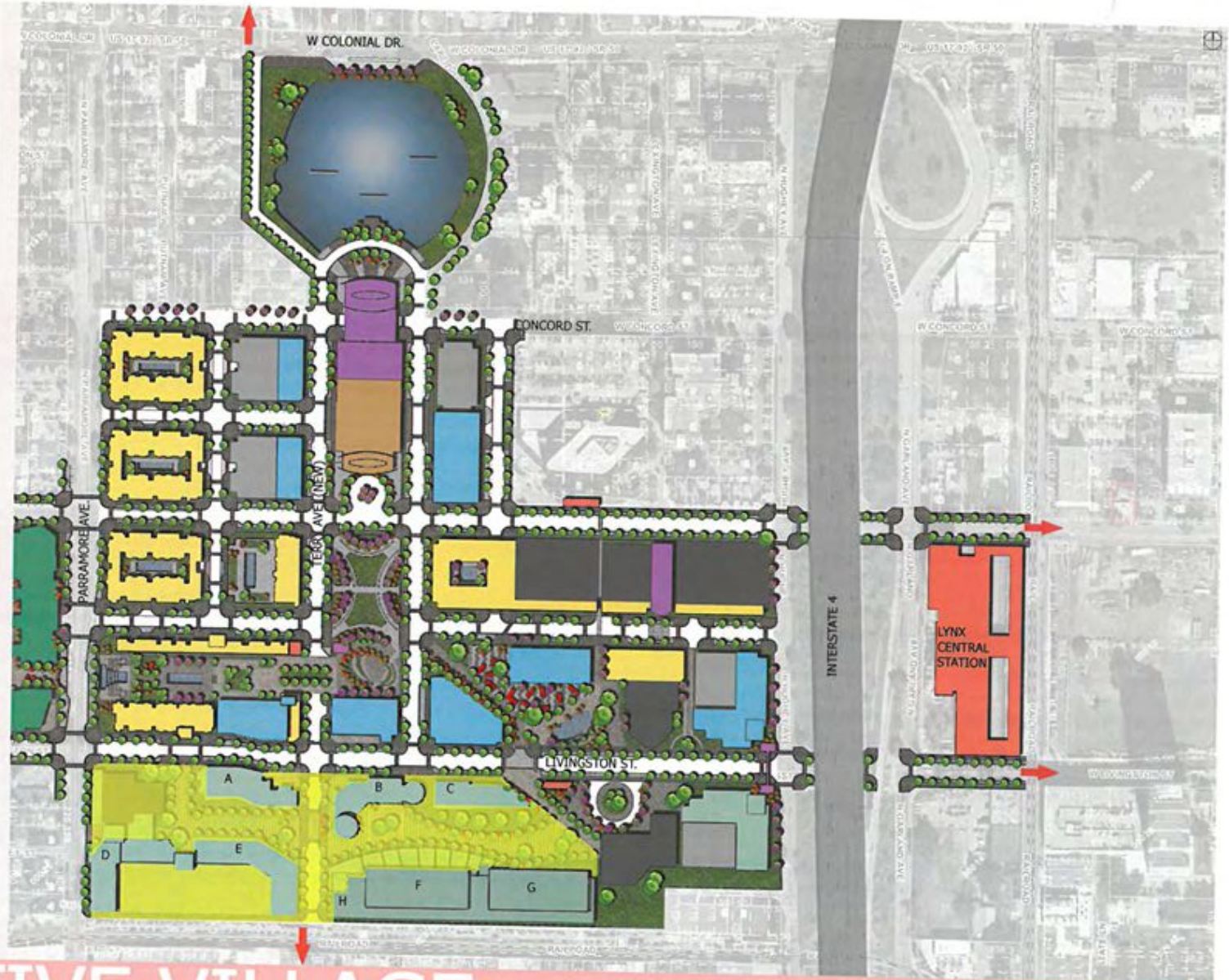
## CONTENTS TABLE

■	OFFICE/CREATIVE
■	EDUCATION
■	RESIDENTIAL
■	HOTEL
■	FLEX/TBD

A 5 STORY	150,000 SF
B 5 STORY	140,000 SF
C 5 STORY	120,000 SF
D 4 STORY	144,000 SF
E 5 STORY	160,000 SF
F 8 STORY	320,000 SF
G 8 STORY	320,000 SF
H 1 STORY	112,000 SF
<hr/>	
TOTAL 1,466,000 SF	

- UCF/ VALENCIA  
PARCEL  
APPROXIMATELY 15  
ACRES  
- UP TO 1.5 MILLION  
SQUARE  
FEET OF ACADEMIC  
AND EDUCATION SPACE

NOTE: EXCLUDES OTHER  
POTENTIAL ACADEMIC OR  
EDUCATIONAL USES INTEGRATED  
INTO THE REST OF  
THE CREATIVE VILLAGE SITE



# CREATIVE VILLAGE

## CONCEPTUAL MASTER PLAN - UNIVERSITY CAMPUS

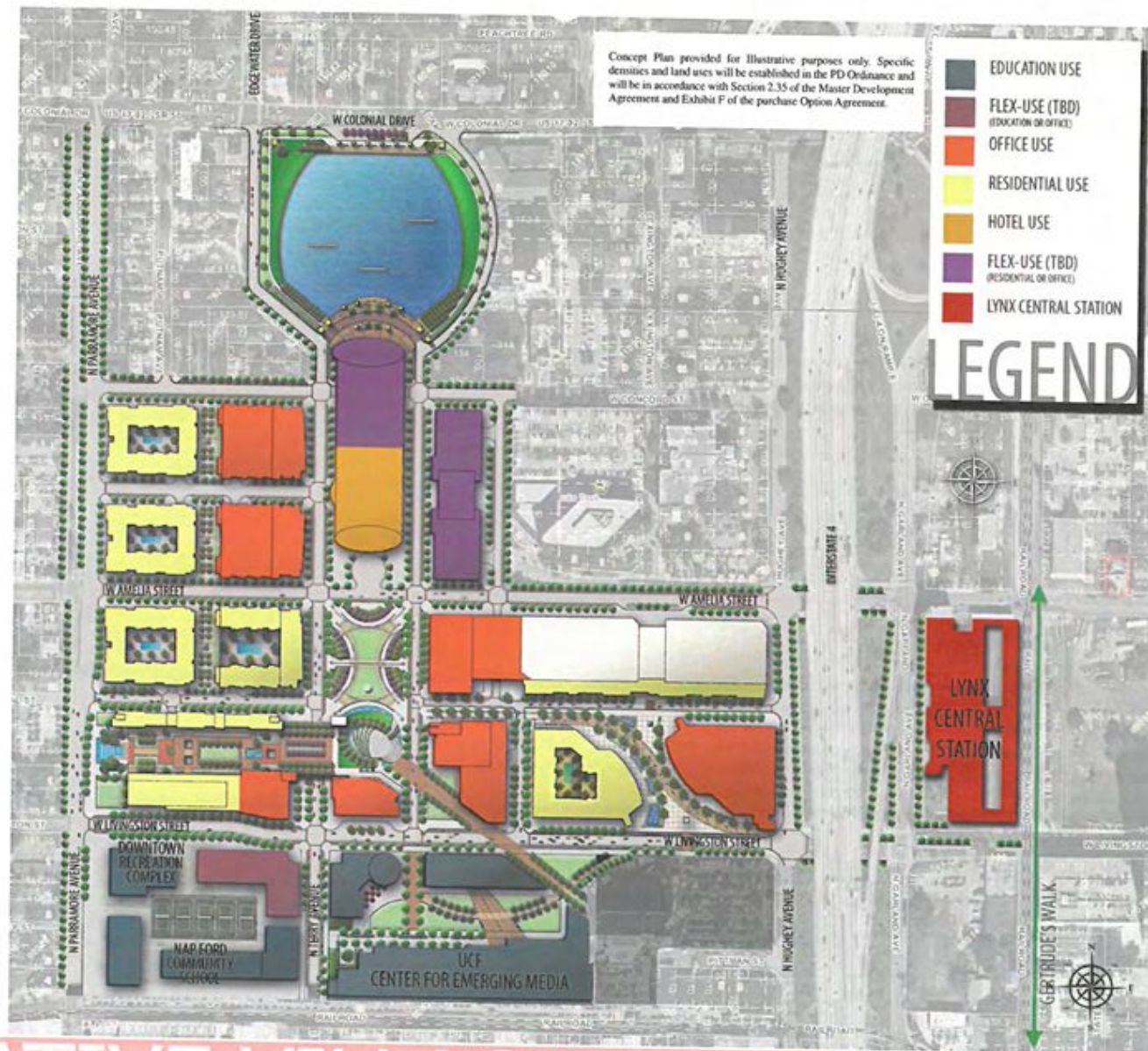
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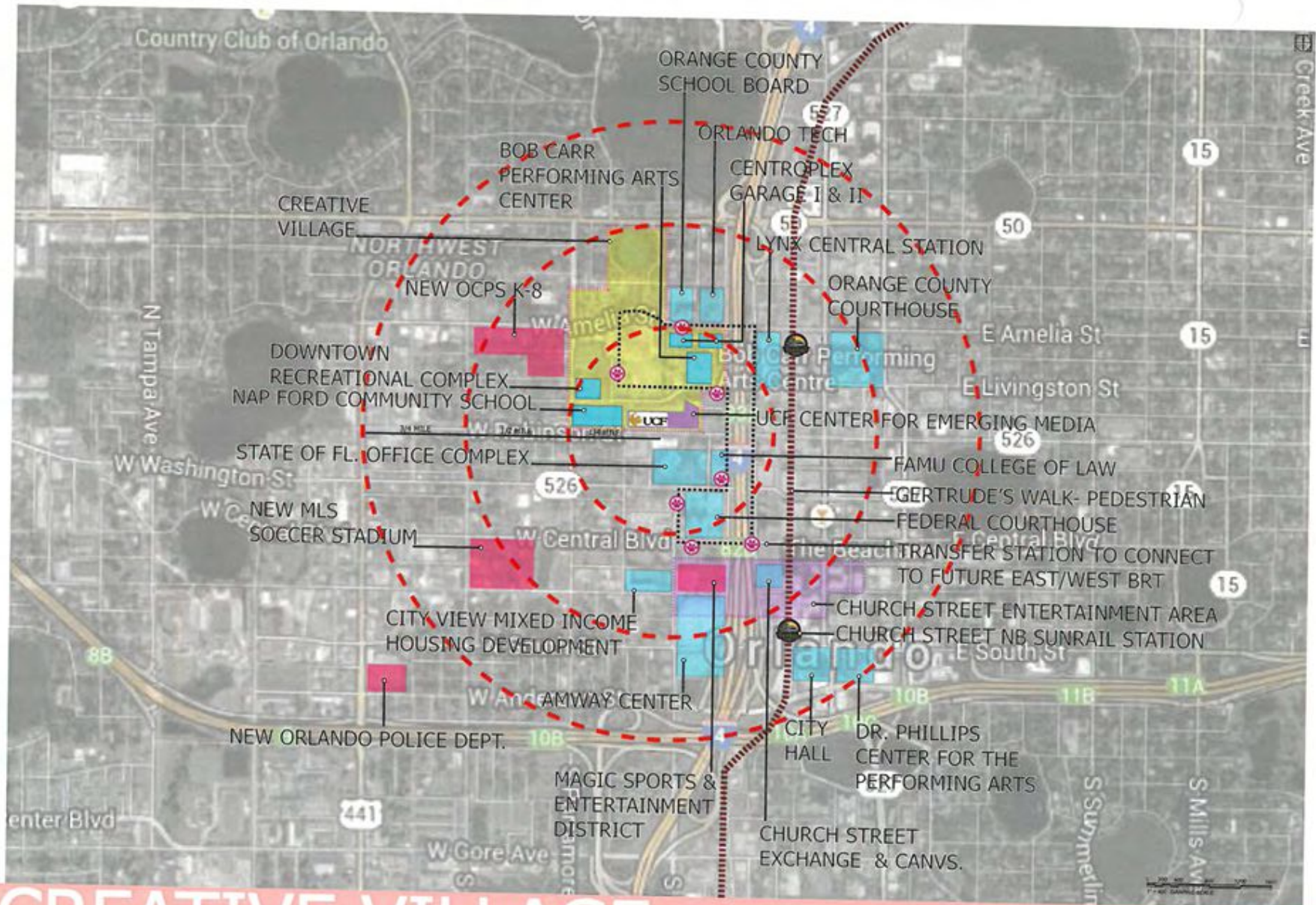












# CREATIVE VILLAGE

## DOWNTOWN ORLANDO VICINITY MAPS

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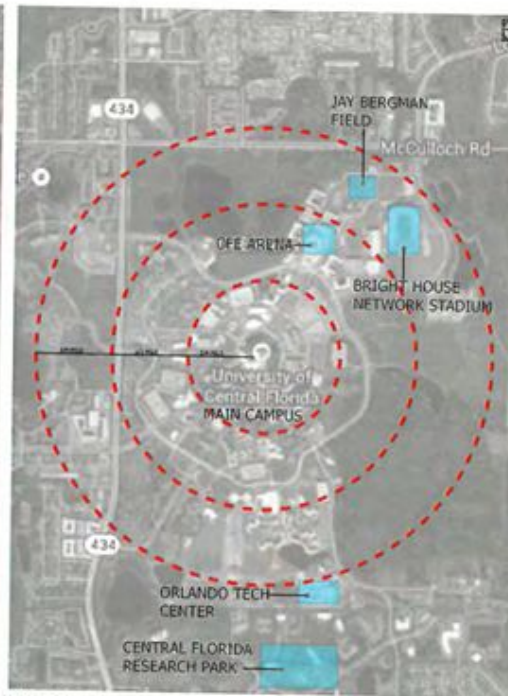
THE NEXT GENERATION OF DESIGN



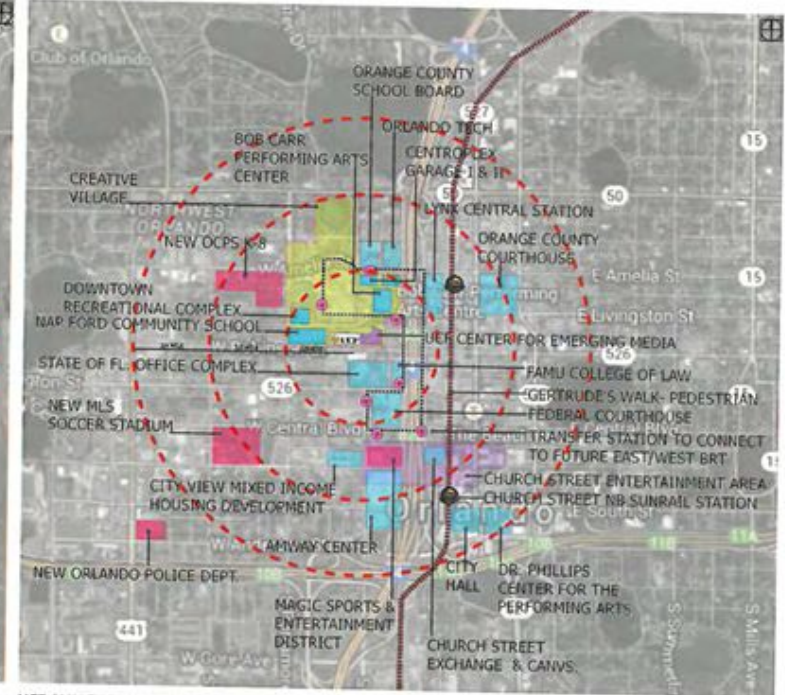




ARIZONA STATE UNIVERSITY  
DOWNTOWN PHOENIX, AZ.



UNIVERSITY OF CENTRAL FLORIDA  
MAIN CAMPUS - ORLANDO, FL.



UCF / VALENCIA CAMPUS  
DOWNTOWN ORLANDO, FL.

# CREATIVE VILLAGE VICINITY MAPS COMPARISON

01.14.15

130330.00

THE NEXT GENERATION OF DESIGN



# Campus Precedents





**Urban Campus Precedents Study**  
Board of Governors Briefing on UCF Downtown  
January 15, 2015

# Arizona State University

## *Downtown Phoenix Campus*



The Walter Cronkite School of Journalism and Mass Communications

### **Facts**

Total University Enrollment:	75,000 Students
Main Campus Location:	Tempe, AZ
Expansion Campus:	Downtown Phoenix, 20 Acres, 11,500 Students
Year Opened:	2006

The Downtown Phoenix campus was built upon cooperation from the state of Arizona and local governments, in line with ASU President Michael Crow's "One University, Many Places" initiative. Opening its doors in 2006, today it is home to some of the University's most distinguishing assets, including the Walter Cronkite School of Journalism and Mass Communications, College of Public Programs, the Phoenix Urban Research Laboratory, Nursing and Health Innovation, Taylor Place Housing Complex and a University Center/Student Union. It is also the location for the Arizona Biomedical Collaborative (a joint venture between ASU, University of Arizona and the City of Phoenix) and home to the ASU Downtown School of Engineering.



# Georgia Institute of Technology

*Technology Square, Midtown Atlanta*



Georgia Tech's Scheller College of Business

## **Facts**

Total University Enrollment:	20,000 Students
Main Campus Location:	Midtown Atlanta, West of Interstate 75/85
Expansion Campus:	Technology Square, East of Interstate 75/85, 13.3 Acres, 1.4 Million SF
Year Opened:	2003

Technology Square serves as home of the Scheller College of Business, as well as the Georgia Tech Hotel and Conference Center, the Georgia Tech Global Learning Center, the Technology Square Research Building (TSRB), which holds faculty and graduate student offices for the College of Computing and the School of Electrical and Computer Engineering, as well as the Gvu Center, a multidisciplinary technology research center. The Advanced Technology Development Center (ATDC) is a science and business incubator, run by the Georgia Institute of Technology, that is headquartered in Technology Square's privately-owned Centergy One complex. The campus also contains significant corporate office space, apartments and privately developed student housing, restaurants and retail, and the Georgia Tech Bookstore (operated by Barnes & Noble). Interstate 75/85 is bridged via a linear park/roadway that provides strong connectivity between Tech Square and the main campus.

# Massachusetts Institute of Technology

*Kendall Square, Boston-Cambridge*



## Facts

Total University Enrollment:	11,300 Students
Main Campus:	Cambridge, MA
Expansion Campus:	East Cambridge, Kendall Square, 26 Acres
Year Opened:	2013

The Kendall Square Initiative outlines MIT's vision to expand its academic presence within the Kendall Square neighborhood, adjacent to its main campus. MIT owns some of the commercial real estate in the Square and has been involved in public-private partnerships for new high-tech tenants and research facilities, including 100,000 square feet of new retail, amenities, and publicly accessible ground-floor space. The vision also calls for approximately 880,000 square feet of privately developed commercial space, labs, offices, research facilities, and another 800,000 square feet of academic space for MIT's future needs. Significant residential space and apartments are planned for Kendall Square. This development is recognized as the national model for "campus adjacent" urban mixed-use development.



# New York University

*Brooklyn MetroTech*



## **Facts**

Total University Enrollment:	50,000 Students
Main Campus:	Greenwich Village, NYC
Expansion Campus:	Downtown Brooklyn, NYC, 200,000SF
Year Opened:	2012

Located in Downtown Brooklyn, Brooklyn's MetroTech Center is the new home for the NYU-Polytechnic Center, as well as the Computer Science and Engineering College, Electrical and Computer Sciences, the Center for Advanced Technology in Telecommunications, and the Wireless Internet Center for Advanced Technology (WICAT) laboratory—the largest National Science Foundation-funded industry/academic cooperative research center. NYU Polytechnic is focused on invention, innovation and entrepreneurship and it was a significant move for NYU to establish a large presence in Brooklyn, which is a diverse community that has become the technology and creative epicenter of New York City.

# Columbia University

*Manhattanville Campus - West Harlem*



The Jerome L. Greene Science Center for Mind, Brain and Behavior

## **Facts**

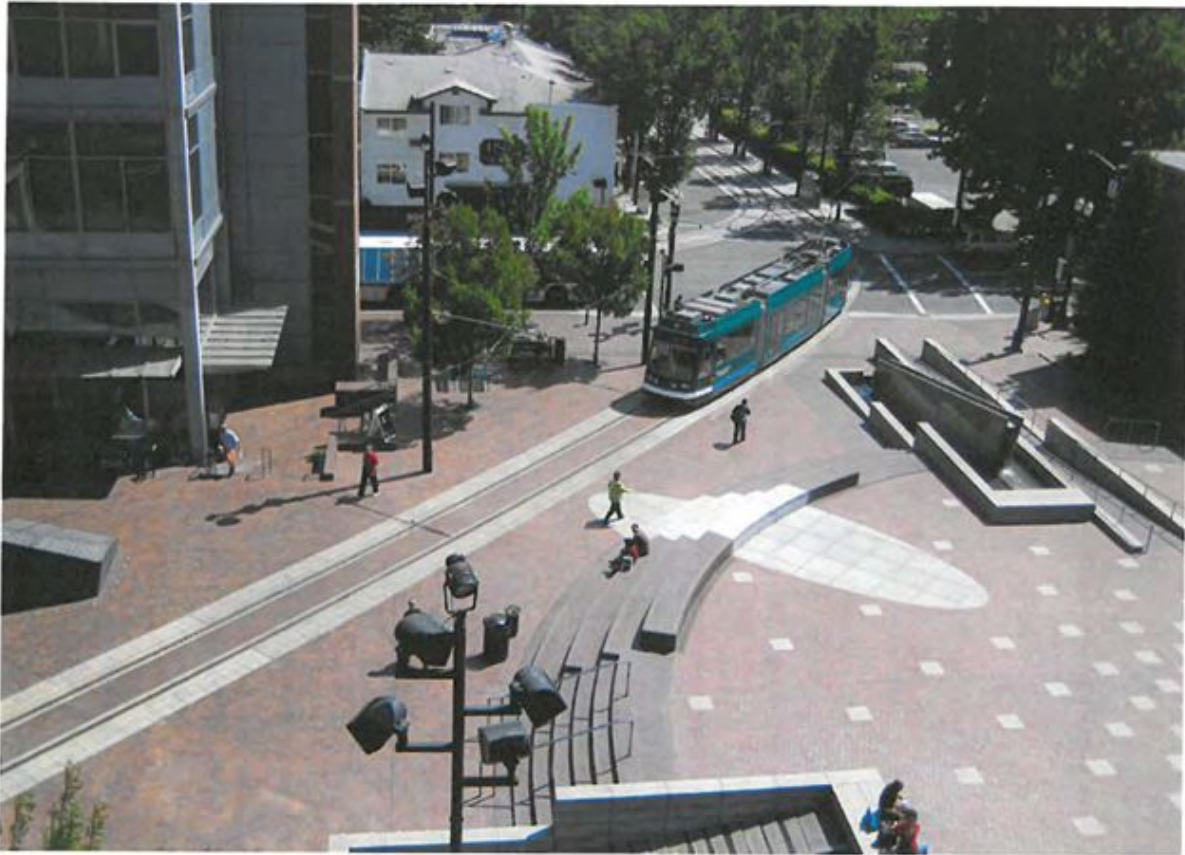
Total University Enrollment:	30,000 Students
Main Campus:	Morningside Heights, NYC
Expansion Campus:	West Harlem, NYC, 17 Acres, 6 Million SF Planned
Year Opened:	2014 (first building, 250,000 SF completed)

The Manhattanville Campus Plan includes more than 6.8 million square feet of space for teaching, research, underground parking, and services supporting the University's projected growth needs. It features new facilities for civic, cultural, recreational, and commercial activity. With improved, pedestrian-friendly streets and new publicly accessible open spaces, the campus will reconnect West Harlem to the new Hudson River waterfront park. With a focus on interdisciplinary studies and research, Manhattanville the Jerome L. Greene Center for Mind Brain Behavior, the relocated Columbia Business School, additional student housing and a public elementary school. Manhattanville in West Harlem is looked upon as a national model for integration of higher education and a traditionally underserved and economically disadvantaged neighborhood.



# Portland State University

*Downtown Portland*



## **Facts**

Total University Enrollment:	28,000 Students
Main Campus:	Downtown Portland, OR
Urban Campus Size:	50 Acres

The main PSU campus is located across a 50-acre section of southwest downtown Portland, known as the University District. It has the largest on-site student enrollment in Oregon and it is the only public urban university in the state that is located in a major metropolitan city. The University boasts community partnerships with Intel, Oregon Health & Science University, the Portland Public School system, the City of Portland, and Portland General Electric. PSU has been named among the most eco-friendly universities in the United States. It has also been recognized for its utilization of mass transit, including light rail, streetcar, and bus systems, all central to the campus. It is known for its abundance of bicycle transportation - in 2013, PSU was ranked one of America's six most bike friendly universities. PSU is a critical urban anchor to Portland as the national leader in sustainable development and a driver of the "creative class" economy.

# Georgia State University

*Downtown Atlanta*



## **Facts**

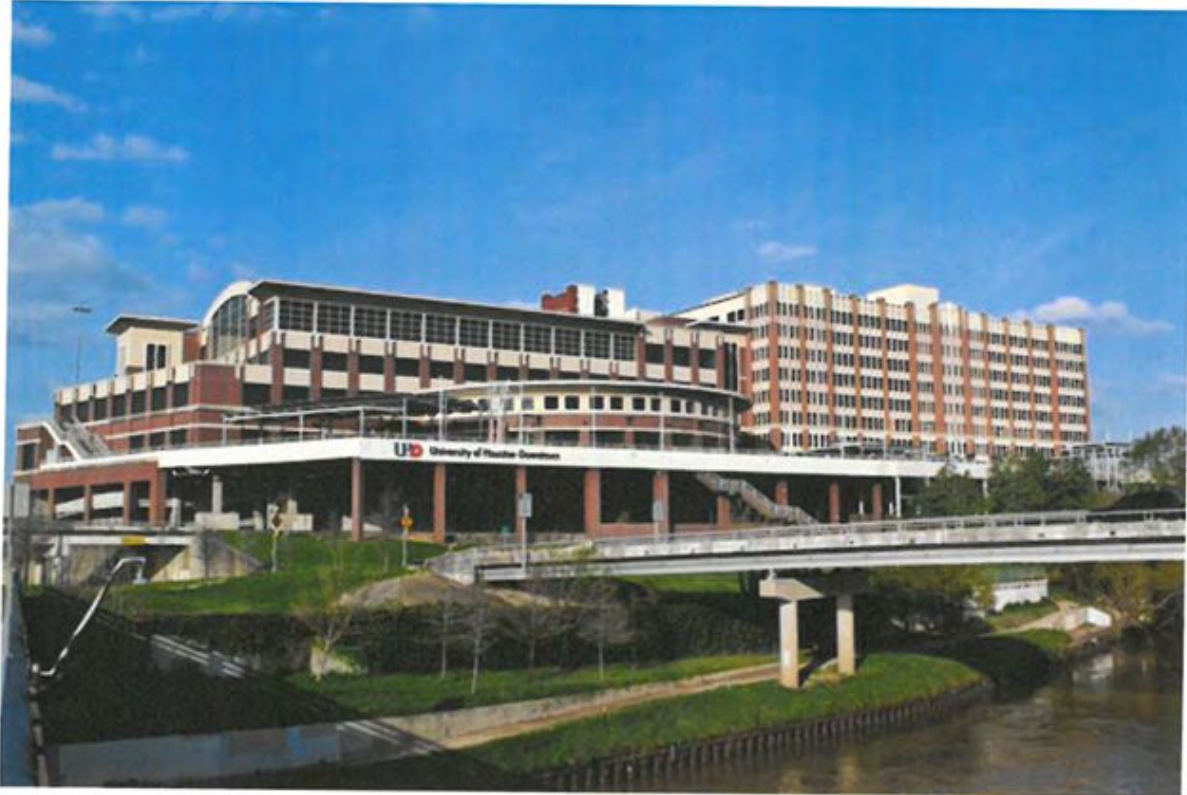
Total University Enrollment:	32,000 Students
Main Campus:	Downtown Atlanta, GA
Urban Campus Size:	48 Acres

Georgia State University is one of the University System of Georgia's four research universities. Over its 90-plus year history, Georgia State's growth has required the acquisition and construction of more space to suit its needs contributing to the growth and transformation of Downtown Atlanta. Traditionally considered a "commuter school", its 2006 Master Plan Update led to the construction of multiple new units of on-campus housing, including the 2,000 bed University Commons in 2007, a new dormitory named Freshman Hall (later renamed Patton Hall) in 2009 and a conversion of two former hotels into a new, 1,100 occupancy dormitory named Piedmont North. GSU in downtown Atlanta is a nationally recognized model for its transition from a commuter school to a major urban university integrated with downtown Atlanta and providing a much more well-rounded educational experience.



# University of Houston

*Downtown Houston*



## **Facts**

Total University Enrollment:	40,000 Students
Main Campus:	Downtown Houston, TX
Urban Campus Size:	667 Acres

The University of Houston is not a multi-campus university. It does not have a "main campus" or any branch campus, but is located in Downtown Houston and organized into districts. It operates more than 40 research centers and institutes throughout its downtown urban campus. Interdisciplinary research includes superconductivity, space commercialization and exploration, biomedical sciences and engineering, energy and natural resources, and artificial intelligence. The economic impact of the university contributes over \$3 billion annually to the Texas economy, while generating about 24,000 jobs.

## **Board of Governors**

### **Facilities Committee Meeting – Discussion of UCF Downtown Project**

**January 21, 2015**

#### **Annotated Questions and Answers**

**Q. What is the \$10 Million in the LBR for? (Kuntz)**

A. The \$10 million represents costs of planning, and also provide a start towards funding construction costs. Thus the \$10 million is somewhat of a place marker for budget planning, due to the scale of what has been proposed. (Two facilities of some \$130 Million).

**Q. What is the appropriate Committee of reference for this concept? (Link)**

A. Strategic Planning, ASA, Budget and Facilities all have roles. (Because of this, the item is being reconsidered by the full Board).

**Q. What's the marginal increase of the numbers of students? What's the marginal increase at the debt load of the university? What's the marginal increase in the operating expenses? (Morton)**

A. This information was not available at the meeting; it will be presented by UCF.



**BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA  
PROPOSAL TO ESTABLISH A NEW TYPE I, II, OR III CAMPUS, OR SPECIAL  
PURPOSE CENTER**

University of Central Florida

**University Submitting Proposal**

UCF – site ID 0017

**Site ID**500 W. Livingston Street  
Orlando, FL 32801**Physical Address of Educational Site**(US Site: address, city, state, zip) (International site: street  
address, number, city, county/province, country)

UCF Downtown

**Proposed Name of Educational Site**

Type I

**Proposed Type of Educational Site**

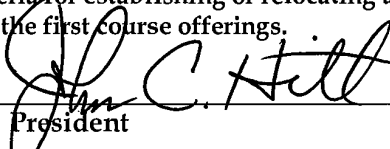
(Type I, II, or III Campus, or Special Purpose Center)

August 21, 2017

**Proposed Opening Date**(First date and term student instruction will be offered at  
the site)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing or relocating an educational site have been met prior to the initiation of the first course offerings.

January 29, 2015

**Date Approved by the University Board of  
Trustees**
  
President
2/6/15  
Date

**Signature of Chair, Board of  
Trustees**

2/6/15

**Date**

**Vice President for Academic  
Affairs**

2-6-15

**Date**

Under Projected Enrollment, provide headcount (HC) and full-time equivalent (FTE) student enrollment estimates by level from Table 1 in Appendix A for Years 1 and 5, or the Final Year of implementation if it exceeds five. Under Projected Costs, provide revenues and expenses from Table 2 and capital project costs from Table 3 for Years 1 and 5, or the Final Year if it exceeds five.

Projected Site Enrollment* (from Table 1)			
		HC	FTE
Undergraduate	Year 1	73	56
	Year 5	4802	4014
Graduate	Year 1	127	89
	Year 5	250	168

Projected Costs (from Tables 3 and 4)				
Operational				
	E&G Funding	Other (Contracts & Grants, Auxiliary)	Capital Projects	Total Cost
Year 1	3,536,398	0	57,750,000	61,286,398
Year 2	29,074,901	10,539,438	77,717,324	117,331,663
Year 3	29,778,424	10,674,299	0	40,452,723
Year 4	30,297,841	10,988,047	0	41,285,888
Year 5	30,651,456	11,489,149	0	42,140,605

\*These are UCF enrollment projections. See Table 1 for additional information on Valencia College enrollment projections.

## **I. Introduction**

### **A. Provide a short description of the project and rationale for the request to establish an educational site, including the main purpose for this site (research, instruction, administration, student services, etc.).**

The University of Central Florida, along with our educational partner, Valencia College, proposes to expand our downtown Orlando presence into a Type I campus that will focus on student instruction and services. The new campus will transform our current downtown offerings by relocating programs on our main campus to downtown. By doing so, we will create a world-class, best-in-the-nation site for learning emerging animation, digital media, communications, and film.

The Board of Governors has already conveyed UCF degree-granting authority on this site.

This expanded new campus will allow us to significantly enhance the academic experience for our students. The only programs that will move from our main campus to downtown are those that will better serve students' educational and workforce needs by being downtown. The university perceives UCF Downtown as a four-phase, long-term project to first incorporate academic programs focused on the site's existing strengths (arts and digital media), with the desire to add programs in the areas of health and public affairs, which would also benefit from synergies in the downtown location. This proposal covers the first two phases of the project.

The campus also will be home to an extremely inclusive pilot program that will provide opportunities for students with intellectual disabilities to achieve meaningful higher education credentials, prepare for future employment, and participate in all the resources and experiences available to UCF students.

### **Learning and Working Environments**

The expanded new campus would be located on approximately 15 to 20 acres that are designated for higher education in downtown Orlando. Because of their downtown location, relocated programs will create industry and community partnerships not possible at our main campus.

For example, our Center for Emerging Media features the nation's second-ranked graduate video game design and development school, the Florida Interactive Entertainment Academy (FIEA). Working in partnership with local industry, FIEA graduated designers, programmers and digital artists in 2013 with a 93 percent job placement rate and average salary of more than \$60,000.

Our proposal moves downtown those programs that will complement FIEA, such as digital media, film, and art. Located in downtown, these programs will prepare students for creative and high-tech careers in an environment that integrates learning and working.

The relocation of WUCF TV, Central Florida's public broadcasting station, to the new campus will provide opportunities that will be designed to launch downtown as a new national model. Additionally, the *Orlando Sentinel* and several other professional media outlets are located



within walking distance of our downtown campus. UCF and *Sentinel* leaders are working to determine how to leverage proximity to create enhanced learning and job opportunities for students in Journalism, Radio/Television, and Advertising/Public Relations. We expect that similar professional opportunities downtown will be made available to students in academic programs that could later relocate to the downtown campus, such as Public Affairs, Public Administration, Social Work, Criminal Justice, Legal Studies, Health Management Informatics, Communication Sciences and Disorders, and Urban and Regional Planning.

We know that students who gain practical experience while in college are more likely to land jobs in their fields upon graduation. More than 20,000 of our students engage in co-ops, internships, and service-learning projects annually. We expect these opportunities to significantly increase in downtown Orlando, which *Forbes Magazine* recently ranked as the No. 1 city in America for job growth.

### **Expanding UCF's Commitment to STEM**

UCF awarded nearly 2,000 baccalaureate degrees in STEM fields in 2013-14, the second-largest number in the State University System. Through relocating programs downtown, we will open space to expand STEM on the main campus, with a strategic focus on engineering programs.

Due to space shortage, UCF currently houses academic programs in approximately 240,000 square feet of leased space near the main campus. Our downtown campus will allow us to use vacated space to expand our programs of strategic emphasis – and to house the 200 new faculty members we expect to hire in the next two years.

The downtown campus represents a “double win” for students: the programs that move will better serve students by being downtown while opening up space on the main campus for growth in STEM-related students and faculty.

### **Transforming Lives**

Around the country, many great metropolitan downtowns have strong higher education presences. This opportunity in downtown Orlando – the nation's 13th fastest-growing city according to *Forbes* – will connect students with diverse businesses, government entities, and nonprofits.

Our history shows that UCF knows how to leverage location-based education to drive student success. It is why we built the Rosen College of Hospitality Management in the heart of Orlando's tourism industry and why nearly 90 percent of Rosen College undergraduates secure jobs before graduating.

UCF's expansion of our downtown Orlando campus is another extraordinary opportunity to develop an innovative learning and working environment for students. With more than 74,000 jobs downtown, the potential opportunities for students and graduates are tremendous.

UCF Downtown is the ideal example of how a university can shape not only the lives and livelihoods of its students, but also its community.

**B. Provide a short narrative assessment of how the establishment of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.**

The establishment of the UCF Downtown campus site will support the university's mission and strategic plan, as well as the Florida Board of Governors State University System Strategic Plan.

As part of the mission of UCF as a public, metropolitan, multi-campus entity, this expanded campus will endeavor to meet the economic, cultural, intellectual, and societal needs of the community. The campus will provide experience-based learning environments resulting in high-quality, relevant, and broad-based education.

This effort will support three of UCF's five goals of the university.

- Goal 1 – To offer the best undergraduate education in Florida.
- Goal 4 – To become more inclusive and diverse.
- Goal 5 – To become America's leading partnership university.

The downtown campus supports UCF's strategic plan by pioneering the next generation of educational initiatives and fostering an inclusive and respectful campus dedicated to providing opportunity and access for all students – regardless of their intellectual abilities. This expansion also will rely heavily on a living-learning environment, steeped in the creation of partnerships with public, private, and nonprofit entities aimed at the common goal of addressing pressing local, state, national, and international issues. UCF Downtown will actively develop innovative learning communities that will enhance our cultural competency, promote student engagement in real world experiences, and better serve the needs of the Central Florida city-state.

Finally, the UCF Downtown campus will advance the goals of the Board of Governors Strategic Plan for the State University System in the following ways.

- By promoting excellence in teaching and learning and increasing degree productivity and efficiency by partnering with Valencia through our DirectConnect to UCF program.
- The relocation of programs to the downtown Creative Village site will allow for several academic programs to be moved from currently leased space and for the expansion of Engineering and STEM strategic emphasis areas on to the main campus as programs move downtown.
- The expanded campus downtown will also enhance community and business engagement.

**C. Provide a timetable of critical benchmarks that must be met for full implementation which can be used to monitor progress (planning, design, funding, construction, etc.). The timetable should also include ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation, if required.**



UCF's leadership team has been conceptualizing the downtown campus as a multi-phase project since May 2014. Together, with our consulting, community, educational, and business partners, the university has embarked on a comprehensive planning effort for UCF Downtown.

The following timeline documents work to date and expected benchmarks.

- October 2014 – Ongoing: Academic Program Planning for Phases I and II
- November 2014 – July 2017: Master Planning
- April 2015 – April 2016: Facilities Design
- June 2016 – July 2017: Construction of Phases I and II
- August 2017 – Phases I and II open for students and academic programs begin

UCF has verified that since the university already offers degree programs at two SACSCOC-approved educational sites downtown, including within the area of the proposed UCF Downtown enhancement, the expansion of activities is not considered to be a substantive change to the scope of UCF's accreditation and does not require additional SACSCOC reporting or approval. No programs with discipline accreditation are planned to move to the downtown campus during the first two phases of the project; thus, no additional notification to discipline accreditors is necessary at this time.

## **II. Need and Demand Assessment**

- A. Provide a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed educational site. Complete Table 1 in Appendix A to enrollment projections for unduplicated student headcount and FTE by degree program and level.**

Through 2017, the Orlando region is projected to have the second-fastest employment growth in Florida with a 3 percent annual growth rate and the second-highest population growth rate at 2 percent (Source: *Florida and Metro Forecast – March 2014*, Institute for Economic Competitiveness, College of Business Administration, University of Central Florida). As the demand for degree attainment grows with the projected population increase, UCF is poised to meet these needs with its proposed downtown campus academic programs – in the areas of digital media, art, and communications – and its programs offered on the main campus.

UCF currently projects greater than 2 percent annual enrollment growth for the university through 2019-20. This projection is based on statewide and regional population growth projections, high school graduation projections, current student continuation rates, and semester-to-semester transition ratios. This growth rate has been applied to all programs expected at UCF Downtown, as listed in Appendix A, Table 1.

Degree attainment for the downtown area of Orlando is lower than the averages of the surrounding area. While downtown Orlando matches the U.S. figure, the degree attainment of

that specific area lags behind the county and the city surrounding it. See Table 2A below. Downtown Orlando includes zip codes 32801 and 32805, as identified by the Downtown Development Board. UCF Downtown will increase access to educational opportunities for downtown Orlando and nearby residents, helping to meet our region's growing demand for degree attainment.

**Table 2A: Degree Attainment At Different Scales**

<b>2012 Degree attainment</b>	<b>Percentage</b>
United States	28.8%
Florida	26.4%
Orange County, FL	30.1%
Orlando, FL	32.9%
Downtown Orlando, FL	28.8%

Sources: <http://quickfacts.census.gov/qfd/index.html> and Census Bureau report

**B. Provide a detailed data-driven assessment that describes unmet local and regional workforce need for programs and services to be offered at the proposed educational site. In the appendices, provide letters of support from the local community and business interests.**

Employment demand is strong and growing fast in the Orlando region. UCF proposes the relocation of additional digital media, art, and communications-related programs to UCF Downtown. It does so with support from the City of Orlando, whose letter is attached in Appendix B, and details the City's contributions toward the downtown campus. Additional letters of support for the project from many of our community partners and local businesses are available in Appendix C.

In May 2013, the U.S. Bureau of Labor Statistics released its Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates for the Orlando-Kissimmee-Sanford, Florida metropolitan statistical area. The report includes a Location Quotient figure detailing the ratio of the area concentration of occupational employment to the national average concentration. The majority of the fields with academic programs proposed for UCF Downtown exceed the national average, indicating a greater than average regional employment opportunity in that field – with fine arts more than tripling the national average and film and video editing twice exceeding it. Details by major and sub-field can be found in Table 2B below.

**Table 2B: Area Concentration of Occupational Employment**

<b>Occupation title and code</b>	<b>Location quotient</b>	<b>Annual mean wage</b>
Public relations specialists (27-3031)	0.86	\$57,090
Radio and television announcers (27-3011)	1.27	\$56,170
Reporters and correspondents (27-3022)	1.29	\$51,280
Multimedia artists and animators (27-1014)	0.97	\$49,480
Arts, design, entertainment, sports, and media occupations (27-0000)	1.23	\$42,530
Fine artists, including painters, sculptors, and illustrators (27-1013)	3.44	\$37,030
Film and video editors (27-4032)	2.09	\$32,390

*Source: May 2013 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates: Orlando-Kissimmee-Sanford, FL program, U.S. Department of Labor, U.S. Bureau of Labor Statistics*

Additionally, two of the fields (multimedia artists and animators and public relations specialists) are included on the 2014-15 Regional Demand Occupations List for the local counties of Lake, Orange, Osceola, Seminole, and Sumter counties, as indicated in an annual report released by the Florida Department of Economic Opportunity (Workforce Region 12). The two fields also qualified for the “High Skill/High Wage” designation with mean wages in excess of \$21.03 hourly and entry wage in excess of \$13.42 hourly. Public relations specialists are also listed as an Enterprise Florida (state economic development organization) targeted industry.

These programs are expected to remain in demand. The U.S. Department of Labor’s Bureau of Labor Statistics projects a 7 percent increase in the major occupation field of arts, design, entertainment, sports, and media through 2022. Additional projections of sub-fields can be found in Table 2C below.



**Table 2C: Percent Increases in Occupation Fields**

<b>2012 National Employment Matrix title and code</b>	<b>Percent change, 2012-22</b>
Arts, design, entertainment, sports, and media occupations (27-0000)	7.0%
Artists and related workers (27-1010)	5.3%
- Fine artists, including painters, sculptors, and illustrators (27-1013)	3.8%
- Multimedia artists and animators (27-1014)	6.3%
Media and communication workers (27-3000)	8.3%
- Public relations specialists (27-3031)	12.0%

*Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics*

### **III. Academic Programs and Courses**

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses to be offered at the proposed educational site by year five or the Final Year of implementation if different, using Table 1 in Appendix A. The proposed degree programs must be identified by six-digit CIP Code, by program title, and degree level.**

Programs currently offered in their entirety at the downtown location (in the Center for Emerging Media) are at the graduate level and include:

M.S. in Interactive Entertainment (50.0102)  
M.A. in Digital Media (50.0102)  
M.F.A. in Emerging Media (50.0702)

Undergraduate course offerings also are available in art, digital media, and film.

The following programs are proposed for Phases I and II at UCF Downtown:

#### **Florida Interactive Entertainment Academy**

M.S. in Interactive Entertainment (50.0102)

#### **School of Visual Arts and Design**

B.A. in Art (50.0701)  
B.F.A. in Art (50.0702)  
B.A. & B.F.A. in Film (50.0602)  
B.A. in Digital Media (50.0102)

M.A. in Digital Media (50.0102)  
M.F.A. in Emerging Media (50.0702)

**Nicholson School of Communication**

B.A. in Advertising/Public Relations (09.0903)  
B.A. in Human Communication (09.0101)  
B.A. in Journalism (09.0401)  
B.A. in Radio/Television (09.0701)  
M.A. in Communication (09.0102)  
Graduate Certificate in Corporate Communication (09.0102)

**College of Education and Human Performance**

Ph.D. in Education, Track in Exceptional Education (13.0101)

We anticipate adding additional programming in subsequent phases following further analysis of potential student, university, and community benefits; as such programs were referenced in this proposal's introduction.

- B. Provide an explanation as to how the proposed degree programs and courses will be affiliated with similar programs offered on the central campus and/or other educational sites of the university. Will they be independent or an extension of existing programs? (Please see BOG regulation 8.011 (5))**

The degree programs proposed for the UCF Downtown campus are either currently offered at that location (e.g. M.S. in Interactive Entertainment, M.A. in Digital Media, and M.F.A. in Emerging Media) or will be relocated from the UCF main campus to UCF Downtown. Select courses within the general education program will be offered on both campuses to meet student need and graduation requirements, as we do now on the campus of our Rosen College of Hospitality Management (see below).

In conjunction with UCF Downtown, UCF plans to expand enrollment to include a group of students with intellectual disabilities. This educational opportunity is needed in Central Florida and will provide valuable educational experience for graduate students enrolled in existing exceptional education degree programs at UCF.

- C. Provide an assessment, supported with data, that justifies any duplication of degree programs and services that might already be provided by an existing state university or Florida College System campus in the vicinity of the proposed educational site. Describe any discussions that have taken place with affected colleges and universities and provide letters of support or letters of concern in the appendices.**

Degree programs and services will not be duplicated.

Valencia College, a proposed partner in the downtown campus, will offer A.S. programs and support students participating in DirectConnect to UCF (see attached letter of support from Valencia College in Appendix D). In addition to Valencia general education offerings, UCF will offer a limited and streamlined selection of general education courses downtown as another option for UCF Downtown campus FTIC students. UCF students may also supplement their education with UCF online offerings and UCF main campus offerings. A limited number of courses in the program areas being relocated to UCF Downtown will continue to be offered at the UCF main campus in Orlando as a service to other majors (e.g., speech).

#### **IV. Administration and Student Support Services**

##### **A. Describe the administrative structure of the proposed educational site and how it will relate to the central administration of the university. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.**

The UCF Downtown campus will be part of Academic Affairs led by the Provost and Vice President of Academic Affairs. We are not creating a separate administrative structure. For example, an administrator who leads one of the academic programs assigned to UCF Downtown will provide oversight for the daily operational aspects of all entities housed on the campus providing coordination, communication, and collaborative leadership.

All faculty members assigned to UCF Downtown will report to department chairs and deans of academic colleges. Student support services will be aligned to the division of Student Development and Enrollment Services (SDES) within Academic Affairs. Staff members will report to their department directors with oversight provided by an existing senior-level SDES administrator to coordinate activities and services, and to create a commitment to operational excellence. The offices of safety, security, physical plant, facilities, business services, and other operational functions will similarly report to the leadership of their respective entities in the central administration of the university.

##### **B. Describe how the proposed site will provide student services, either onsite or online from the central university campus.**

#### **Student Services Center**

Comprehensive student services will be collectively integrated and representative of all students and academic support services available to other students on UCF campuses. The Office of Student Services will be an extension of all SDES functional services. It will also support the services of academic colleges and other academic-support units, including DirectConnect to UCF, library services, undergraduate research, experiential learning, and other offices. Furthermore, where feasible, co-location and shared services and staff with Valencia



College will enhance and strengthen these partnership initiatives, promoting student success, retention, progression, and graduation. Startup costs will be absorbed in the university's existing budget.

The proposed Student Services Center will serve as a one-stop service center comprised of key student services departments to provide exceptional "front-door" customer service and to promote a seamless transition between Valencia College and UCF. It will be reflective of the dynamic and innovative campus environment of the downtown community. It will also be student-centered with intentionally designed state-of-the-art technologies to provide innovative means of communications and services. The Student Services Center will be staffed by full-time staff and supplemented with cross-functional trained frontline staff serving as generalists. Student ambassadors, along with work-study and graduate assistants, will respond to questions and issues that students cannot resolve through online or web services. Staff will be accessible at non-traditional hours of operation to accommodate students' needs. They will also be equipped with the technology required to access data bases, student records, and systems that are vital to resolve students' questions.

### **Intellectual Disabilities**

UCF also is committed to designing and implementing an inclusive and comprehensive postsecondary program for students with intellectual disabilities who could not traditionally access the opportunities that a college educational experience provides. This program will have a vital presence on both the main UCF campus location and UCF Downtown campus by connecting with the wide array of resources and community experiences. The purpose of this program is to seamlessly immerse students with intellectual disabilities in the university academic and campus life culture. This program will provide students an opportunity to participate in a vast option of courses, have access to campus resources, participate in internships and/or job experiences, and engage in peer mentoring, all of which are the types of experiences available to any enrolled UCF student.

In addition to the benefit for students with intellectual disabilities, many UCF students in other degree programs will benefit from the hands-on experiences the intellectual disability program will offer to its enrolled students. As example, students in the existing UCF Education-Exceptional Education PhD Track and Communication Sciences and Disorders, Physical Therapy, and Social Work programs can benefit from the unique opportunity the intellectual disability program will offer our campus community. Online and on-site educational resources will be available through this newly developed program that will serve as a clearinghouse for parents and communities.

### **Student Outreach Services**

The existing office of Student Outreach Services attracts, motivates, and prepares underrepresented middle and high school students from the local area to pursue and to complete a college education. A variety of opportunities and programs for students from grades 6 through 12 and their families are designed to assist in the navigation of the college admissions, financial assistance, and career preparedness processes.

Students and parents engage in monthly enrichment activities, college campus visits, brain bowl competitions, academic skills workshops, leadership development forums, community service projects, and career exploration modules. Parents are encouraged to participate and engage in all aspects of the university's programming because they are an integral part of the planning and because they provide a key ingredient to developing the support structure necessary for students to be successful. It is anticipated that the Office of Student Outreach Services will be relocated to UCF Downtown to fulfill the university's commitment to be in the community and of the community.

**The staffing structure of the Student Support Services will be as follows.**

An existing senior-level SDES administrator (.5 FTE) will provide oversight for staff, facilities, academic college liaison, Valencia College partnership liaison, communication, and collaboration working with the administration of the downtown campus.

The UCF Downtown project will require the following staffing that totals 10.0 FTE.

1. Financial aid, full-time coordinator  
(49K - 1.0 FTE)
2. Undergraduate admissions, full-time coordinator  
( 49K - 1.0 FTE)
3. Registrar, academic services, and veteran services, shared full-time coordinator  
(49K - 1.0 FTE)
4. Career readiness (career development, employability, and internships) shared full-time coordinator (45.5K -1.0 FTE)
5. Intellectual disabilities, full-time director  
(100K- 1.0 FTE)
6. Support services, part-time staff  
(91K -2.0 FTE)
  - a. Generalist for counseling (32K - .5 FTE), disability-accessibility and testing services (23K - FTE .5), Student Rights and Responsibilities (23K - FTE .5), and learning support services (23K --.5 FTE)
  - b. Volunteer UCF will be relocated to UCF Downtown and a Civic Engagement Center will be created to include engagement and involvement, leadership, and service learning (transfer of existing position)
  - c. The Office of Student Outreach Services will relocate to UCF Downtown and three existing positions will be transferred there
  - d. Orientation staff will facilitate orientations as required (existing staff)
7. Pre-advising and academic coaching, full-time staff  
(46K - 1.0 FTE)
8. Clerical staff, two full-time positions  
(64K - 2.0 FTE)

**Total Personnel Cost \$493,000.**

Space in the Student Services Center will be required for the eight full-time and four part-time positions listed above. Testing, tutoring, math, writing, supplemental instruction, and study spaces will also be considered. Private spaces will be required for counseling and disability-accessibility intakes. Services will be enhanced as the campus develops. The integration into UCF Downtown of the Health Services unit along with the Recreation and Wellness Center will be determined at a later date.

### Safety and Security

For the safety and security of our students, faculty, and staff, the university will provide a UCF Police Department presence in UCF Downtown. The downtown force will be supported by the university's existing command structure, dispatch, motor pool, and financial operations. The downtown staffing will consist of 15 police officers providing service seven days a week and 24 hours a day. Staffing will include two clerical staff members, a technical staff person for cameras, electronic locking systems, and communications gear, and four hourly employees to monitor security cameras.

The specific spaces and square footage requirements for the police force are as follows.

- Briefing room                      500 square feet
- Administration office            145 square feet
- Staff office                        120 square feet
- Interview room                    80 square feet
- Technical room                    120 square feet
- Supply room                       120 square feet
- Restrooms                         200 square feet

The total square-footage requirement is 1,285 square feet.

The briefing room will be the general meeting space for the patrol officers at shift change, as well as for meetings with the Orlando police and other constituencies. The administration office will be used by the shift officer in charge of the downtown operations, and the staff office will be for administrative support overall. The interview room will be used in questioning suspects or other interviews where privacy is important. The technical room will include equipment and work space devoted to maintaining the downtown campus electronic locking systems, cameras, and communications gear that will include emergency notification systems. The supply room will be for all supplies and will include a secure evidence locker and a gun locker. Two restrooms will be needed, one for public use and one for the police officers with lockers and a shower.

Salary and benefits are estimated to be \$1,425,000. The expense of vehicles, equipment, and training will come from existing budgets.

Additionally, security will be enhanced through the strategic placement of cameras and "blue light" emergency telephones, and doors will utilize an electronic access control system. A public safety distributed antenna system will ensure complete campus coverage of public safety



(police and fire) radio frequencies. Electronic signage will facilitate downtown campus communication, wayfinding, and emergency notification.

**C. Provide a plan to provide library services and other instructional resources that will support the proposed programs. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.**

**Library Services and Resources for the UCF Downtown Campus**

The UCF Downtown Library will offer facilities, services, and resources to support the needs of students, faculty, and the surrounding community. These services and resources will align with the guiding principles of UCF Downtown, and grow over time as needed to support the expanding population of students, program offerings, and university partnerships. Most library resources will be available in electronic formats; however, a core collection of essential print materials will also be provided. A courier between the downtown and main campuses will provide downtown students with ready access to materials held at the main campus. Interlibrary loan services will make available to downtown students items held in any academic library. Ubiquitous access to mobile devices and high-speed wireless networks will permit students and faculty to access electronic library resources in both interior and exterior spaces throughout the downtown campus and beyond.

On-site library services and facilities will include the following.

- Reference, research & tutoring consultation
- Instruction
- Digital production lab
- Technology lending
- Circulation
- Interlibrary loan
- Courier
- Student lockers

**Telecommunications and IT Resources for UCF Downtown**

UCF Downtown will be connected to the main UCF campus via redundant fiber optic circuits, delivering 10 gigabits/second data speeds, upgradeable to 100 gigabits/second in the future. These fiber optic circuits will also provide UCF Downtown with commodity Internet service and access to Florida LambdaRail and Internet2. All campus spaces will be equipped with gigabit speed wired network service. High-speed WiFi service will be ubiquitous in both interior and exterior spaces.

UCF Downtown will emphasize mobile, wireless technology enabling students, faculty, and staff to have immediate access to instructional and information resources at any time, and in any location. Mobile devices of all types (smartphones, tablets, laptops) will be supported, and will provide access to information, collaboration tools, and unified communication services. All instructional spaces will have high-density wireless coverage, enabling every student in a classroom, auditorium, or laboratory to have a fully functional wireless connection.

IT services for UCF Downtown will operate on a shared services model, with equipment and services supported from the main campus Shared Services Center. A very limited set of redundant servers will be housed in the main Telecom distribution room, to provide on-site redundancy for critical services such as Active Directory and DHCP so that basic downtown network services can continue to function in the event of a loss of external network services. IT staff supporting UCF Downtown will be divided between the downtown and main campuses, with downtown staff providing direct support to students and faculty members, and main campus staff supporting the “back-end” shared services utilized by the downtown campus.

UCF Downtown students, faculty, and staff will utilize the university’s Unified Communications system (voice, video, and data over IP, Lync, voicemail, etc.), PeopleSoft business systems, Exchange email service, and Canvas learning management system, ensuring that all core network services are available to UCF students and faculty members at all UCF locations.

## **V. Budget and Facilities**

- A. Provide a projected operational budget using Table 2 in Appendix A that includes revenues and expenses out to year five, or the final year of implementation if different. Provide a narrative that explains the cost assumptions reflected in Table 2. Include the operational costs on the proposal cover page.**

The UCF Downtown campus projected operational budget is set forth in Appendix A, Table 2. Year 1 includes ongoing campus planning and anticipated completion of the first of two buildings, as shown in Appendix A, Table 3.

The operational budget beginning in Year 2 reflects full occupancy of both buildings, as shown in Appendix A, Table 3. Tuition and fee revenue assumes student enrollment of approximately 4,500 undergraduate UCF students and 230 graduate, professional and certificate UCF students. Other projected revenue includes UCF’s current recurring downtown campus state appropriation of \$2 million; existing general appropriations of \$2 million; and an anticipated physical plant new space appropriation of \$3.6 million. Additional revenue sources designed to support the downtown campus include state and private grants, community donations, and other miscellaneous revenue. Non-appropriation revenue sources are projected to increase approximately 2 percent per year for the first five years of operation.

The UCF Downtown campus expenditures are projected based on existing costs. Faculty and academic costs associated with the programs relocating to downtown are included in compensation and employee benefits, equipment, contractual services, and other operating expenses using existing costs per student credit hour in those academic departments. Existing operational costs for WUCF TV and WUCF-FM radio also are included. Incremental costs for security and safety, telecommunications, instructional IT resources, and student support services are included based upon assumptions described in Section IV B and C.

Financial aid for the downtown campus is estimated to be consistent with current average institutional awards. Plant operations and maintenance costs are estimated based on current state formulas for utilities, operations and maintenance of two new buildings described in Appendix A, Table 3. Library costs for the downtown campus are based on the plan provided in Section IV C.

Local fees that support auxiliary services, including transportation, health services, and student activities will be transferred to the applicable auxiliary to allow for those areas to provide student services to the downtown campus. These expenditures are reflected in Appendix A, Table 2 as a transfer to auxiliaries. Main campus support from administrative areas, such as human resources, purchasing, finance and accounting, compliance ethics and risk management, General Counsel etc., as well as main campus Academic Affairs support, is reflected as shared services on Appendix A, Table 2. Operating expenses are projected to increase 2 to 3 percent per year to support the anticipated enrollment growth in the first five years of operation.

- B. Use Table 3 in Appendix A, to identify each facility or facilities required to establish the proposed educational site, and any additional facilities that will be required once the site has reached its expected size and enrollments. Include capital facility costs on the proposal cover page.**

See detailed information requested in Appendix A, Table 3.

- C. Describe ownership of the new location and provide documentation of ownership or lease agreements, to include any special clauses, easements, or deed restrictions. If the property is a gift, provide the gift agreement. Please provide information on the type of ownership if the site is leased or owned (if leased please provide information on the duration of the lease and the entity that owns the lease). If the site is joint-use please provide the name of the other entity in the joint agreement as well as the total number of students this site will serve from year 1 through year 5.**

Contingent upon the approval for the UCF Downtown expansion by the Florida Board of Governors, the City of Orlando will provide 15-20 acres of land, valued at \$20-22 million and within the Creative Village, to UCF at a zero-dollar land cost. This property is located south of



the realigned Livingston Street, east of North Parramore and north of Florida Central Railroad tracks. The property transferred will be used for educational purposes or will revert to the city.

Moreover, the city will transfer title of the UCF Center for Emerging Media facility, located at 500 W. Livingston Street and valued at \$22.5 million, to the UCF Foundation. The city will execute this transaction at any time, subject to the customary land closing requirements.

The agreements and further details of ownership and facilities documentation are outlined in Appendix B.

**D. Are the facilities owned or leased by the University?**

☒ **Owned** (*See Appendix B for details.*)    ☐ **Leased**

**VI. Addendum for International Campuses and Special Purpose Centers**

**If the proposed site is international, include a copy of any MOU or other agreements related to the site as an appendix**

**( X ) The University certifies that all requirements of BOG Regulation 8.009(3)(f) have been met.**

# UCF Downtown Proposal for Florida Board of Governors

## Appendix A

### Tables 1-3

## APPENDIX A - UCF Downtown

TABLE 1

UCF DEGREE PROGRAMS PLANNED AND PROJECTED ENROLLMENTS\*  
(Fall Headcount and FTE)

CIP Code	Baccalaureate Degree Program Title	Degree Level	Year 1 - 2016		Year 2 - 2017*		Year 3 - 2018		Year 4 - 2019		Year 5 - 2020	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
09.0101	Human Communication	B	0	0	764	631	779	644	795	657	811	670
09.0401	Journalism	B	0	0	282	250	288	255	294	260	300	265
09.0701	Radio/Television	B	0	0	523	457	534	467	544	476	555	485
09.0903	Advertising/Public Relations	B	0	0	541	478	552	488	563	498	574	508
50.0102	Digital Media	B	0	0	849	661	866	674	883	688	901	702
50.0602	Film (B.A. and B.F.A.)	B	0	0	523	466	534	475	544	485	555	494
50.0701	Art (B.A.)	B	0	0	411	313	419	319	427	326	436	332
50.0702	Art (B.F.A.)	B	73	56	631	525	644	536	657	547	670	557
xxxx	xxxxxxxxxx	B	0	0	0	0	0	0	0	0	0	0
TOTAL BACCALAUREATE			73	56	4525	3782	4615	3858	4708	3935	4802	4014

CIP Code	Master's Degree Program Title	Degree Level	Year 1 - 2016		Year 2 - 2017*		Year 3 - 2018		Year 4 - 2019		Year 5 - 2020	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
09.0102	Communication	M	0	0	58	44	59	45	60	46	62	47
50.0102	Digital Media M.A. and Interactive M.S	M	127	89	129	91	132	93	134	95	137	97
50.0702	Emerging Media	M	0	0	34	19	35	19	35	20	36	20
xxxx	xxxxxxxxxx	M	0	0	0	0	0	0	0	0	0	0
TOTAL MASTER'S			127	89	221	154	225	157	230	160	235	163

CIP Code	College Credit Certificate Program Title	Course Level	Year 1 - 2016		Year 2 - 2017*		Year 3 - 2018		Year 4 - 2019		Year 5 - 2020	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
09.0102	Corporate Communication	G	0	0	10	4	12	4	14	4	15	5
xxxx	xxxxxxxxxx	UG	0	0	0	0	0	0	0	0	0	0
TOTAL CERTIFICATE			0	0	10	4	12	4	14	4	15	5

\* In addition to UCF programs and enrollments, Valencia College anticipates an additional 2,000 students in two A.S. programs at the location starting Year 2.

Edition 06/23/14



## APPENDIX A - UCF Downtown

TABLE 2

## SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION

Fiscal Year Ending June 30		Year 1	Year 2	Year 3	Year 4	Year 5
General Operations Revenues		2016-17	2017-18	2018-19	2019-20	2020-21
Carry Forward from Prior Year		0	0	274,105	355,515	262,364
General Revenue/Lottery						
	State Allocations (GR/Lottery) - Existing	2,000,000	4,000,000	4,000,000	4,000,000	4,000,000
	State Allocations (GR/Lottery) - Physical Plant New Space	1,536,398	3,603,981	3,603,981	3,603,981	3,603,981
Tuition/Tuition Differential and Fees						
	Tuition (Marticulation)	0	13,745,256	14,020,161	14,300,564	14,586,576
	Tuition (Differential, 70% UG Support)	0	3,359,341	3,426,528	3,495,058	3,564,960
	Out of State Student Tuition Fees	0	2,926,605	2,985,137	3,044,840	3,105,737
Research Trust Funds (by title)						
	XYZ Trust Fund	0	0	0	0	0
Financial Aid and Academic Related Fees						
	Financial Aid	0	585,263	596,968	608,908	621,086
	Tuition (Differential, 30% Financial Aid)	0	1,439,718	1,468,512	1,497,883	1,527,840
	Out of State Financial Aid	0	177,116	180,658	184,271	187,957
	Student Technology Fee	0	616,067	628,388	640,956	653,775
	Student Distance Learning Fee	0	0	0	0	0
	Other Fees (Material/Supply), Facility/Equipment, etc.)	0	0	0	0	0
Other Revenues						
	Capital Improvement Fee	0	760,176	775,380	790,887	806,705
	Transportation Access Fee	0	1,023,313	1,043,779	1,064,655	1,085,948
	Health Fee	0	1,218,980	1,243,360	1,268,227	1,293,591
	Athletic Fee	0	1,610,313	1,642,519	1,675,370	1,708,877
	Activity & Service Fee	0	1,312,315	1,338,561	1,365,333	1,392,639
	State and Private Grants	0	915,000	933,300	951,966	971,005
	Donations and Other Miscellaneous Revenue	0	2,595,000	2,646,900	2,699,838	2,753,835
<b>Total Revenues</b>		<b>3,536,398</b>	<b>39,888,444</b>	<b>40,808,238</b>	<b>41,548,251</b>	<b>42,126,875</b>
<b>General Operations Expenses</b>						
	Compensation and Employee Benefits - Programs	320,000	18,604,372	18,976,459	19,355,989	19,743,109
	Compensation and Employee Benefits - Police	0	1,425,000	1,440,693	1,469,507	1,498,897
	Compensation and Employee Benefits - Student Services	0	493,500	499,101	509,083	519,265
	Financial Aid, Scholarships, Stipends	0	2,500,000	2,550,000	2,601,000	2,653,020
	Other Operating Expense	180,000	1,687,407	1,723,235	1,759,842	1,797,246
	Contractual Services	1,500,000	757,941	773,100	788,562	804,333
	Equipment	0	552,356	581,526	598,758	616,570
	Information Technology	0	1,036,970	1,064,706	1,096,814	1,133,967
	Library Services/e-Collections	0	447,375	492,296	507,695	523,588
	Shared Services	0	1,964,273	2,003,558	2,043,630	2,084,502
	Plant Costs and Operating Supplies	1,536,398	3,603,981	3,676,061	3,749,582	3,824,573
	Transfer to Auxiliaries	0	6,541,164	6,671,987	6,805,427	6,941,536
<b>Total Expenses</b>		<b>3,536,398</b>	<b>39,614,339</b>	<b>40,452,723</b>	<b>41,285,888</b>	<b>42,140,605</b>
<b>Operating Net Revenues Over Expenses</b>		<b>0</b>	<b>274,105</b>	<b>355,515</b>	<b>262,364</b>	<b>-13,730</b>

## Appendix A - UCF Downtown

Table 3

STATE UNIVERSITY SYSTEM CIP-3 SHORT TERM PROJECT EXPLANATION								Page 1 of 1	
GEOGRAPHIC LOCATION: (campus name & city)			UCF Downtown, Orlando			COUNTY: Orange			
PROJECT DESCRIPTION/TITLE:			UCF Downtown			PROJECT BR No. (if assigned):			
Facility/Space Type	Net Area (NASF)	Net to Gross Conversion	Gross Area (GSF)	Unit Cost (Cost/GSF)*	Construction Cost	Assumed Bid Date	Occupancy Date		
Classrooms	63,715	1.5	95,573	\$253.22	\$24,200,868	May-16	Jul-17		
Teaching Labs	44,335	1.5	66,503	\$240.13	\$15,969,245				
Research Labs	39,779	1.5	59,669	\$375.00	\$22,375,688				
Study	5,593	1.4	7,830	\$214.89	\$1,682,632				
Instructional Media	41,979	1.5	62,969	\$206.60	\$13,009,292				
Auditorium/Exhibition	6,406	1.2	7,687	\$275.00	\$2,113,980				
Gymnasium	0	1.2	0	\$195.59	\$0				
Student Academic Support	9,000	1.5	13,500	\$189.92	\$2,563,920				
Offices	26,632	1.5	39,948	\$249.56	\$9,969,423				
Campus Support Services	20,594	1.4	28,832	\$223.29	\$6,437,808				
Totals	258,033		382,509		\$98,322,856				
*Apply Unit Cost to total GSF based on primary space type									
Remodeling/Renovation	0		0		\$0				
Total Construction - New & Rem./Renov.					\$98,322,856	Total	0	Total 0	

SCHEDULE OF PROJECT COMPONENTS		ESTIMATED COSTS						
		Funded to Date	Year 1	Year 2	Year 3	Year 4	Year 5	Funded & In CIP
Basic Construction Cost			\$43,920,728	\$54,402,128				98,322,856
1. a.Construction Cost (from above)								
Add'l/Extraordinary Const. Costs								
b.Environmental Impacts/Mitigation			\$0	\$0				0
c.Site Preparation			\$432,000	\$1,728,000				2,160,000
d.Landscape/Irrigation			\$216,000	\$864,000				1,080,000
e.Plaza/Walks			\$324,000	\$1,296,000				1,620,000
f.Roadway Improvements			\$0	\$0	(provided by City)			0
g.Parking ____ spaces			\$0	\$0	(provided by City)			0
h.Telecommunication			\$1,620,000	\$2,180,000				3,800,000
i.Electrical Service			\$124,538	\$179,213	(fees for OUC)			303,750
j.Water Distribution			\$77,476	\$111,490	(fees for OUC)			188,966
k.Sanitary Sewer System			\$224,721	\$323,379	(fees for OUC)			548,100
l.Chilled Water System			\$0	\$0	(provided by OUC)			0
m.Storm Water System			\$0	\$0	(provided by City)			0
n.Energy Efficient Equipment			\$0	\$0	(included in building cost)			0
Total Construction Costs		0	\$46,939,462	\$61,084,209	\$0	0	0	108,023,672
2. Other Project Costs								
a.Land/existing facility acquisition			\$0	\$0				\$0
b.Professional Fees			\$2,398,057	\$3,449,941				\$5,847,998
c.Fire Marshall Fees			\$110,700	\$150,930				\$261,630
d.Inspection Services			\$102,500	\$147,500				\$250,000
e.Insurance Consultant			\$0	\$0				\$0
f.Surveys & Tests			\$100,000	\$0				\$100,000
g.Permit/Impact/Environmental Fees			\$218,950	\$315,075				\$534,025
h.Artwork			\$100,000	\$100,000				\$200,000
i.Moveable Furnishings & Equipment			\$5,012,831	\$8,487,169				\$13,500,000
j.Project Contingency			\$2,767,500	\$3,982,500				\$6,750,000
Total - Other Project Costs		0	\$10,810,538	\$16,633,115	0	0	0	\$27,443,653
ALL COSTS 1+2		0	\$57,750,000	\$77,717,324	0	0	0	\$135,467,325

Appropriations to Date			Project Costs Beyond CIP Period			Total Project In CIP & Beyond	
Source	Fiscal Year	Amount	Source	Fiscal Year	Amount		
TOTAL		0	TOTAL		0		\$135,467,325

\* This table includes estimates for the combined project, which involves a joint-use facility with Valencia College.

# UCF Downtown Proposal for Florida Board of Governors

## Appendix B

### City of Orlando Letter & Documentation





# CITY OF ORLANDO

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OFFICE OF  
**BUDDY DYER**  
MAYOR

January 26, 2015

Dr. John Hitt  
President  
University of Central Florida  
P.O. Box 160002  
Orlando, FL 32816-0002

Dear Dr. Hitt,

The City of Orlando is pleased to commit to assist in facilitating the expansion of the University of Central Florida in Downtown Orlando within the Creative Village area. Given the long-term economic benefits of a major investment in education within the Downtown core, and contingent upon approval for the Downtown expansion from the State of Florida Board of Governors, the City is prepared to affirm its role as a contributor of property toward this effort.

The City will stand behind its obligation to transfer title of the UCF Center for Emerging Media facility, located at 500 W. Livingston Street, to the University of Central Florida Foundation, Inc. The facility is valued at approximately \$22.55 million. Our commitment to this action was memorialized in the Expo Centre Lease Agreement dated October 12, 2004 (attached). The City is prepared to execute this transaction at any time that UCF is ready to move forward, subject to all customary requirements of a land closing.

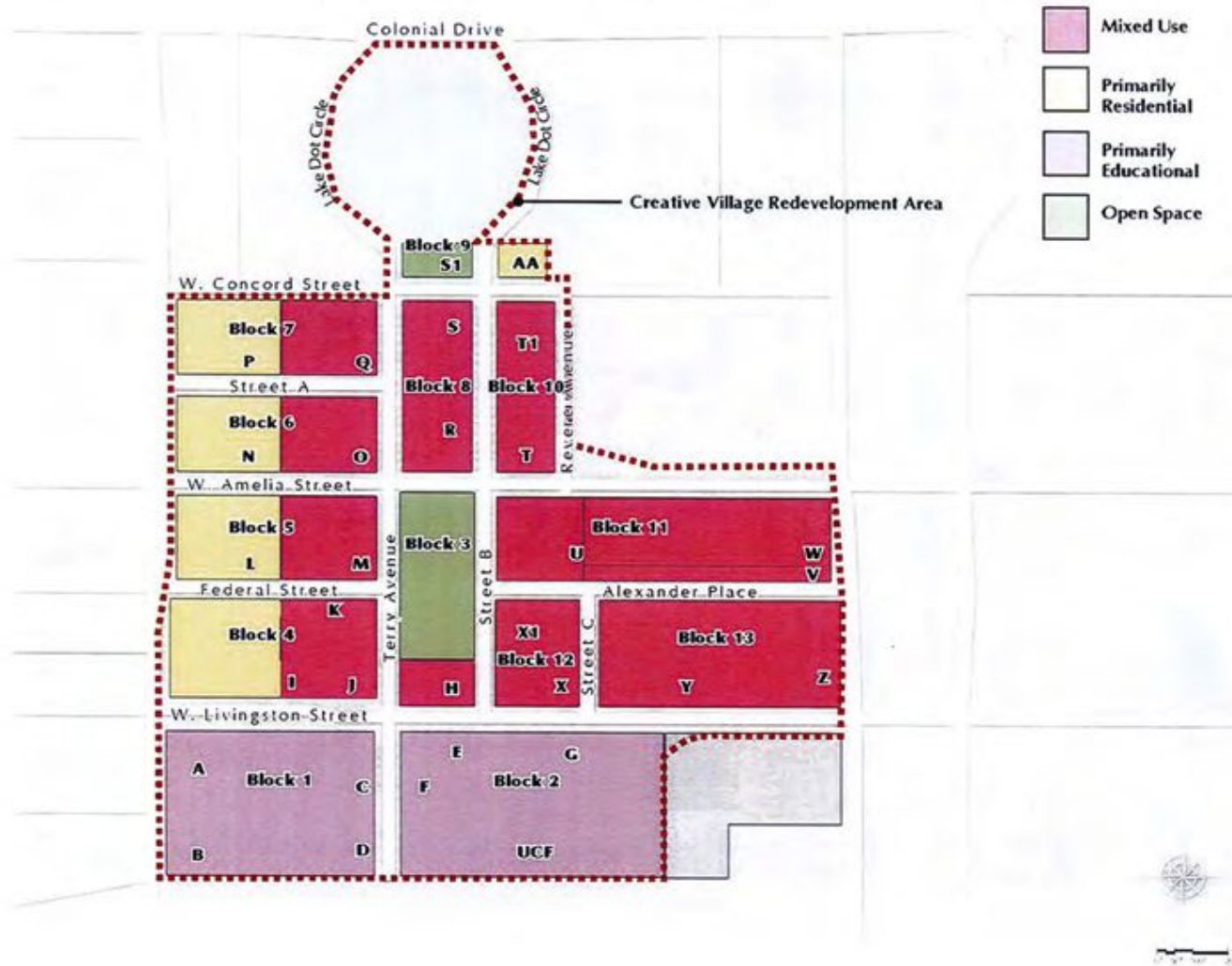
In addition to previous commitments, the City will pursue all necessary modifications to the Creative Village Master Development Agreement and Purchase Option Agreement in order to provide the 15+/- acres of educational lands, valued at \$20-22 million, within the Creative Village development to UCF at a zero-dollar land cost. These lands, generally located south of realigned W. Livingston Street, east of N. Parramore Avenue, and north of the Florida Central Railroad tracks, are shown and described in the PD zoning ordinance in Exhibits E and F (attached). Modifications to these agreements will require City Council approval, and if the City is successful in modifying the agreements, as part of the ultimate transfer of the educational lands to UCF, the deed will include a reverter clause, consistent with the language on the same matter contained within the Expo Centre Lease Agreement, which will require the property transferred to be used for educational purposes or title to the property will revert to the City.

We look forward to working with you throughout this exciting endeavor.

Sincerely,

Mayor Buddy Dyer

## EXHIBIT E: LAND USE PLAN



Conceptual Block / Land Use Plan

February 2012

## EXHIBIT F: LAND USE CHART

	BLOCK 1	BLOCK 1	BLOCK 1	BLOCK 1	BLOCK 2	BLOCK 2	BLOCK 2	BLOCK 2	BLOCK 3	BLOCK 3
Planned Acres per block	5.22				7.24				2.83	
Parcels	A	B	C	D	E	F	G	UCF	H	PARK
Maximum building height	75	75	150	150	200	200	200	200	200	75
Underlying Zoning	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	P
Permitted Uses:										
Education	P	P	P	P	P	P	P	P	P	
Office	P	P	P	P	P	P	P	P	P	
Retail/Commercial					P	P	P	P	P	
Residential	P	P	P	P	P	P	P	P	P	
Hotel										
Park/Open Space	P	P	P	P	P	P	P	P	P	P
Support Facilities	P	P	P	P	P	P	P	P	P	P
Footnotes	2, 7	1, 7	1, 7	1, 7, 10				9	9	4

	BLOCK 4	BLOCK 4	BLOCK 4	BLOCK 5	BLOCK 5	BLOCK 6	BLOCK 6	BLOCK 7	BLOCK 7	BLOCK 8	BLOCK 8
Planned Acres per block	3.61			3.08		2.8		2.79		2.64	
Parcels	I	J	K	L	M	N	O	P	Q	R	S
Maximum building height	75-150	200	75 - 200	75-100	200	75-100	200	75-100	200	300	200
Underlying Zoning	MXD-2	AC-2	MXD-2	MXD-2	AC-2	MXD-2	AC-2	MXD-2	AC-2	AC-2	AC-2
Permitted Uses:											
Education		P			P		P		P	P	P
Office		P			P		P		P	P	P
Retail/Commercial		P			P		P		P	P	P
Residential	P	P	P	P	P	P	P	P	P	P	P
Hotel										P	P
Park/Open Space	P	P	P	P	P	P	P	P	P	P	P
Support Facilities	P	P	P	P	P	P	P	P	P	P	P
Footnotes	3, 5, 6		3, 5, 6	3, 5, 6		3, 5		3, 5			

	BLOCK 9	BLOCK 10	BLOCK 10	BLOCK 11	BLOCK 11	BLOCK 11	BLOCK 12	BLOCK 12	BLOCK 13	BLOCK 13	BLOCK 14
Planned Acres per block	0.52	1.58		5.03			1.54		4.78		0.34
Parcels	S1	T	T1	U	V	W	X	X1	Y	Z	AA
Maximum building height	75	225	200	225	200	200	400	400	400	400	75
Underlying Zoning	P	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	AC-2	MXD-2
Permitted Uses:											
Education		P	P	P	P	P	P	P	P	P	
Office		P	P	P	P	P	P	P	P	P	
Retail/Commercial		P	P	P	P	P	P	P	P	P	
Residential		P	P	P	P	P	P	P	P	P	P
Hotel		P	P	P	P	P	P	P	P	P	
Park/Open Space	P	P	P	P	P	P	P	P	P	P	P
Support Facilities	P	P	P	P	P	P	P	P	P	P	P
Footnotes	1								8		5

1 Ancillary retail/commercial space allowed

2 Existing Recreation Center shall remain unless an alternate facility is available.

3 The height limit shall be 75 feet facing Parramore Ave for a distance of 150 feet from the block face, and shall transition up to a maximum of 200 feet facing Terry Ave.

4 Lot H faces three Primary Streets and a park. The site plan and building elevations shall treat all four sides of the building as primary facades.

5 Up to 0.35 FAR total non-residential uses are allowed as a secondary use. This includes education, office, and/or ground floor retail/commercial.

6 Existing Tennis Courts shall remain unless an alternate facility is available.

7 At the time the first building on Block 1 is proposed for development, a Master Plan for the entire Block 1 shall be submitted and reviewed to ensure that all uses on Block 1 continue to function adequately.

8 Existing Bob Carr Performing Arts Center shall remain until Stage II of the new Dr. Phillips Center for the Performing Arts is operational.

9 Suitable alternative parking shall be made available to UCF within the CV site, as redevelopment of the surface parking area leased to UCF proceeds.

10 Existing Nap Ford School shall remain unless an alternate facility is available.



## EXPO CENTRE LEASE AGREEMENT

THIS LEASE AGREEMENT is made and entered into this 12<sup>th</sup> day of October, 2004, by and between the **City of Orlando, Florida**, a municipal corporation organized and existing under the laws of the state of Florida (hereinafter referred to as the "CITY"), the **University of Central Florida**, on behalf of its Board of Trustees, for the benefit of the UCF School of Film & Digital Media and the UCF Florida Interactive Entertainment Academy (hereinafter referred to as "UCF"), the **University of Central Florida Foundation, Incorporated**, a Florida not for profit and 501 ©(3) corporation, (hereinafter referred to as the "Foundation"), and the **Community Redevelopment Agency of the City of Orlando**, a special taxing district organized under the laws of the State of Florida (hereinafter referred to as "CRA").

WHEREAS, the City-owned and operated Expo Centre in downtown Orlando is an underutilized facility that has been operating at a deficit and is in need of renovation and redevelopment; and

WHEREAS, UCF is seeking a downtown location for its School of Film & Digital Media (SFDM) and the Florida Interactive Entertainment Academy (FIEA), the SFDM and FIEA being hereinafter sometimes collectively referred to as the "Schools"; and

WHEREAS, the City, in an effort to develop and facilitate the presence of UCF's educational facilities and the digital media and interactive entertainment industries in downtown Orlando, desires to lease the Expo Centre to UCF for the operation of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs; and

WHEREAS, UCF desires to lease and redevelop the Expo Centre for the purpose of locating and operating the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs therein pursuant to the terms of this Lease Agreement; and

WHEREAS, the CRA was created as a public body corporate and agency of the City of Orlando for the purpose of, among others, carrying out the community redevelopment purposes of Ch. 163, Part III, Florida Statutes; and

WHEREAS, pursuant to the Downtown Community Redevelopment Area Plan (Downtown Outlook) the operation of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs at the Expo Centre will help to achieve the CRA's goals of redeveloping the Expo Centre with multiple uses, including educational facilities; and

City Council Meeting: 10-11-04  
Item: 71 Documentary: 041011701

WHEREAS, CRA has agreed to provide certain funds to UCF in order to fund a portion of the cost for the redevelopment of the Expo Centre; and

WHEREAS, the operation of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs at the Expo Centre will increase the academic and collegiate presence in downtown Orlando and assist in the growth of the high wage digital media industry in Orlando; and

WHEREAS, the creation of a digital media technology cluster and university presence in downtown Orlando are critical factors in the revitalization of downtown Orlando; and

WHEREAS, the location of UCF in downtown Orlando will provide significant economic benefits to the City and its residents, and will serve as a catalyst for economic development in downtown Orlando; and

WHEREAS, City's and CRA's participation in the lease and redevelopment of the Expo Centre to provide educational facilities related to the high-tech digital media and interactive entertainment industries serves a valid public purpose; and

WHEREAS, the parties desire to memorialize their understanding regarding the lease and renovation of the Expo Centre.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein and given one party to the other, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

**1. Recitals.** The above recitals are true and correct and are incorporated herein, by reference.

**2. Leased Premises.** The City does hereby lease to UCF, and UCF does hereby let as tenant from the City, the real property and improvements located at 500 West Livingston Street, Orlando, Florida, as more particularly shown in Exhibit "A", attached hereto and incorporated herein, by reference (the "Leased Premises"). The Leased Premises consist of the approximately 112,770 square foot, 3-story building commonly known as the Expo Centre (the "Building"), which shall be leased to UCF in phases according to the following schedule (the "Lease Schedule"):

A. Commencing on October 12, 2004 and continuing until the expiration or earlier termination of the Lease, the Leased Premises shall consist of the entire 2<sup>nd</sup> and 3<sup>rd</sup> Floors of the Building, including all bathrooms and common areas located thereon, and the administrative offices on the 1<sup>st</sup> floor;

B. Commencing on February 1, 2005 and continuing until the expiration or earlier termination of the Lease, Hall # 400 and 500 on the 1<sup>st</sup> floor shall be added as part of the Leased Premises;

C. Commencing on August 1, 2005 and continuing until the expiration or earlier termination of the Lease, Hall # 600 and 700 on the first floor shall be added as part of the Leased Premises; and

D. Commencing on March 1, 2007 and continuing until the expiration or earlier termination of the Lease, Hall # 200 and 300 on the first floor shall be added as part of the Leased Premises so that as of March 1, 2007 the Leased Premises shall include the entire Building.

The City and UCF may mutually agree in writing to modify the Lease Schedule. UCF shall only have the lease and use of those portions of the building that are part of the Leased Premises according to the Lease Schedule. In addition, UCF shall have the use of all elevators, stairways, hallways, bathrooms, walkways and other common areas (the "Common Areas") necessary for the operation, use and maintenance of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs provided that such use of the Common Areas does not interfere with the Expo Events described below. The previously scheduled events identified in Exhibit B attached hereto and incorporated herein, by reference (the "Expo Events") shall be held as scheduled in those portions of the Building identified in Exhibit B, and the Expo Events shall be allowed the use of parking and Common Areas necessary for the proper functioning of the Expo Events. UCF shall take all reasonably appropriate steps to insure that the construction of the Renovations and UCF's use of the Leased Premises does not interfere with the Expo Events.

**3. Term of Lease.** The term of the Lease shall be forty (40) years (the "Term") beginning on October 12, 2004 (the "Lease Commencement Date") and ending on October 11, 2044 (the "Expiration Date"), unless such Lease is extended or terminated as provided herein.

**4. Renewal of Lease.** Provided that UCF is not in breach or default of the Lease, the term of the lease may be renewed for two (2) additional, ten (10) year terms upon the mutual, written agreement of the parties.

**5. Use of Leased Premises.** UCF shall use, lease and renovate the Leased Premises solely for the operation and maintenance of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs and the administrative offices associated therewith.

**A. Attendance Goals.** The Schools and, when necessary to achieve the Attendance Goals, other UCF instructional programs shall make best effort to comply with the Attendance Goals contained in Exhibit C attached hereto and incorporated herein, by reference (the "Attendance Goals"), and UCF shall submit to the CITY an annual accounting or statement relating to the operation of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs at the Leased



Premises during the previous year which demonstrates UCF's compliance thereof. It is acknowledged that the Attendance Goals contained in Exhibit C require that additional space be made available for the FIEA no later than the beginning of year 4 of the lease in order to allow for the expansion of instructional activities required to serve all undergraduate students enrolled in SFDM. Without additional space it may be necessary to limit undergraduate enrollment to upper division; i.e., years 3 and 4, students. In order to properly serve lower-division; i.e., years 1 and 2 undergraduate students it will be necessary to provide adequate student support services and co-curricular activities on-site. Otherwise, it may be necessary to limit undergraduate enrollment to upper division courses. Until SFDM student enrollment meets the Attendance Goals described in Exhibit C, it may be necessary to conduct other UCF instructional activities in the Building.

**B. UCF Programs/Activities.** UCF shall strive to provide the following programs and activities:

1. To the extent resources allow, UCF will encourage its SFDM to work with the Downtown Development Board in sponsoring and hosting an annual Downtown Film Festival reflective of the SFDM's program.
2. The SFDM will look for opportunities to provide educational outreach to member schools of the Consortium of Downtown Orlando Schools.
3. The SFDM will make a good faith effort to provide educational outreach/career development to underserved populations.
4. To the extent space and resources allow, the SFDM will continue to operate a Downtown Media Arts Center/Screening room within the Downtown Community Redevelopment Area for as long as the SFDM is located within the Building.
5. UCF will recognize the City and CRA partnership in a permanent way at the Leased Premises, visible to visitors and the general public.
6. If a film auditorium is created through future renovations of the Building, then UCF will provide such auditorium for use by the Orlando International Fringe Festival at no charge on an annual basis. The Orlando International Fringe Festival shall be responsible for the operation, maintenance, and repair costs associated with its use of the auditorium and for any repair costs associated with damage to the Building attributable to the Orlando International Fringe Festival.

**6. Parking.** The City will provide UCF with a total of 300 parking spaces in the Centroplex Parking Lot #1 pursuant to the following schedule:

- A. Commencing November 1, 2004.....75 parking spaces
- B. Commencing January 1, 2005.....100 parking spaces

C. Commencing April 1, 2005.....200 parking spaces

D. Commencing August 1, 2005.....300 parking spaces

The City and UCF shall cooperate and make every reasonable effort to accommodate each party's respective needs for parking, including the execution of a parking agreement which sets forth the rights, duties and responsibilities of the parties with respect to UCF's use of the parking spaces. If UCF's use of the above parking spaces, or any portion thereof, would interfere with the City providing parking for an Expo Event or event at the TD Waterhouse Center, the City may relocate up to one-half of the parking spaces to another City parking facility in close proximity to the Expo Centre. The parking spaces referenced above shall be provided for UCF's use until such time as the City and UCF mutually agree on a long-term parking plan for the Leased Premises.

7. **Rent.** UCF shall pay rent in the amount of one dollar (\$1.00) per year payable annually on the Lease Commencement Date and each anniversary thereof.

#### 8. **Building Renovation.**

A. **Renovations.** UCF shall improve the Leased Premises by renovating the Building pursuant to the Scope of Work attached hereto and incorporated herein, by reference, as Exhibit D (the "Renovations"). Construction of the Renovations shall commence within ten (10) days of the Lease Commencement Date. If construction of the Renovations has not commenced within such ten (10) day period, then the City may continue to hold events within any portion of the Building, including the Leased Premises, until such time as construction has commenced. UCF shall use its best efforts to construct and install the Renovations on or before July 31, 2005 (Construction and Fixture Period), but in any event, the Renovations must be complete and a Certificate of Occupancy for the Building issued no later than one (1) year from the Lease Commencement Date. UCF shall be responsible for securing all local, state, and federal permits required for the Renovations. UCF shall furnish the CITY with two (2) sets of As-Built Drawings of the Renovations within thirty (30) days of final completion. In addition to the Renovations, UCF may make additional renovations and improvements to the Building at its sole cost and expense pursuant to plans and specifications approved in advance by the City in accordance with subsection B below.

B. **Design.** UCF shall procure the services of Florida licensed professional architects, landscape architects, surveyors, engineers, and other needed professionals (the "Consultants") to design the Renovations. The design shall be in accordance with the City Code and requirements of any other governmental agencies having jurisdiction. The design plans and specifications (the "Plans") for all aspects of the Renovations shall be subject to the review and approval of the City not to be unreasonably withheld, conditioned or delayed. UCF shall provide the City with Plans in paper and electronic formats at 30%, 60%, 90% and 100% completion for review and approval by the City and CRA. The requirements of this paragraph are in addition to the other design

approvals required by the City Code. No change shall be made to City approved Plans without the prior written approval of the City.

**C. Construction.** UCF shall procure a Florida licensed general contractor (hereinafter referred to as "Contractor") reasonably acceptable to the City who shall perform the construction of the Renovations. The construction shall be performed in accordance with the City-approved Plans and in accordance with all applicable federal, state and local laws, ordinances, rules and regulations.

**D. Change Orders.**

**1. Unforeseen Conditions.** During the course of construction of the Renovations, if the City, CRA or UCF, through itself or its Contractor or Consultants, observe, or otherwise become aware of, any utility conflicts, unforeseen site conditions or other similar events not resulting from negligent or wrongful acts or omissions of the Contractor, Consultants or any entities for which such Contractor or Consultants may be responsible, each party shall immediately notify the other party of such conflicts, conditions or events. The City and UCF agree that time is of the essence in making any decisions, interpretations and/or changes with respect to design, materials and other matters pertinent to the work covered by the construction contract so as to not materially delay the work of the Contractor. If the City determines that a change is necessary to the construction contract in order to complete the Renovations, the City shall provide such proposed change to UCF for review and approval, which approval shall not be unreasonably withheld, conditioned or delayed. Upon approval of such change by UCF, UCF shall process a change order with the Contractor. In the event that UCF determines a change is necessary to the construction contract in order to complete the Renovations, UCF shall provide to the City a copy of the proposed change order for review and approval by the City which approval shall not be unreasonably withheld, conditioned or delayed. UCF shall issue a change order to the Contractor for any change requested by either party which are approved by both parties. Each party shall notify the other party within seven (7) days of receipt of the proposed change order of its approval or rejection, or of any modifications to the change order. If the parties reach an impasse over any change order, the objection shall be heard by a committee composed of the Public Works Director, a UCF representative, and a third member selected by the other two, which committee shall make the final determination as to whether the change can be implemented. Such committee shall make a good faith effort to resolve any such issues as expeditiously as possible and any such issues shall be resolved within three (3) days from the time the committee first considers it, unless a majority of the committee agrees otherwise. UCF and the CRA shall be jointly responsible for the payment of all approved change orders, regardless of whether the City or UCF initiated the request, such cost to be shared pro-rata based upon their respective financial contributions toward the Renovations pursuant to Exhibit D; provided, however, that neither the City nor CRA shall be responsible for the payment of any change order relating to tenant improvements, which cost shall be the sole responsibility of UCF.



**2. UCF-Initiated Change Orders.** During the course of construction of the Renovations if UCF requests a change order other than those change orders described in subsection 1 above which modifies the Plans approved by the City pursuant to subsection 8.B above, then UCF shall provide to the City a copy of the proposed change order for review and approval by the City which approval shall not be unreasonably withheld, conditioned or delayed. UCF shall issue a change order to the Contractor for any such change that is approved by both parties. UCF shall not issue any change order to the Contractor that has not been approved by both parties. UCF shall be responsible for the payment of all approved change orders requested by UCF pursuant to this subsection.

**3. City-Initiated Change Orders.** During the course of construction of the Renovations if the City requests a change order other than those change orders described in subsection 1 above which modifies the Plans approved by the City pursuant to subsection 8.B above, then the City shall provide to UCF a copy of the proposed change order for review and approval by UCF which approval shall not be unreasonably withheld, conditioned or delayed. UCF shall issue a change order to the Contractor for any such change that is approved by both parties. UCF shall not issue any change order to the Contractor that has not been approved by both parties. The City shall be responsible for the payment of all approved change orders requested by the City pursuant to this subsection.

**E. Funding of Renovations.**

**1. By CRA.** The estimated cost of the Renovations is \$6,333,171.00 as detailed in the Scope of Work (Exhibit D). The CRA agrees to pay UCF Four Million Three Hundred Eighty Four Thousand Six Hundred and Three Dollars (\$4,384,603.00; the "Redevelopment Funds") towards the cost of constructing the Renovations payable as provided below, which amount includes the CRA's funding of a portion of the design cost of the Renovations pursuant to the Funding Agreement for Professional Design Services Related to the Orlando Expo Centre Conversion effective September 29, 2004 between the CRA, UCF and the Foundation. The CRA shall disburse payments to UCF only after receipt of invoices and certification from UCF that the work for which payment is sought has been satisfactorily completed. UCF shall submit to the City's Public Works Director or his designee a single invoice each month, in a format mutually agreeable to the parties, incorporating the costs for construction of the Renovations incurred during the previous month. Such invoice shall be accompanied by copies of the invoices submitted to UCF by the Contractor which encompass UCF's invoice, and which clearly distinguish between costs of the Renovations and the costs of other improvements to the Leased Premises not included within the Scope of Work (Exhibit D). Each UCF invoice shall clearly document the work for which payment is sought. To receive payment, the construction must be performed in accordance with the City-approved Plans. Disbursement of the Redevelopment Funds will be made to UCF only after the City's approval of submitted invoices and verification of work completed in accordance with this Agreement. UCF shall provide to the City partial releases of lien from the Contractor, subcontractors, and suppliers for the portion of the work for which payment

is sought and UCF's performance of its obligations must be in compliance with the terms of this Agreement.

The CRA is providing the Redevelopment Funds to UCF for the express purpose of facilitating the redevelopment of the Expo Centre for the operation of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs, and the CRA's payment of such funds is contingent upon UCF's operation of the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs in substantial compliance with the Attendance Goals in Exhibit C, substantial compliance being defined as compliance with no less than 75 % of the Attendance Goals. If UCF fails to operate the Schools and, when necessary to achieve the Attendance Goals, other UCF instructional programs, in substantial compliance with the Attendance Goals for a period of two (2) consecutive years, then, the City and CRA may immediately terminate the Lease, and UCF shall be required to reimburse the CRA, pursuant to the following repayment schedule, a prorated portion of \$1,169,846.00, which amount represents the portion of the Reimbursement Funds paid by the CRA to UCF for the tenant improvements directly benefiting the Schools:

(a) If UCF fails to operate the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs in substantial compliance with the Attendance Goals during the first five (5) years of the Term, then UCF shall reimburse the CRA an amount equal to 80% of the Reimbursement Funds;

(b) If UCF fails to operate the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs in substantial compliance with the Attendance Goals during years 5 through 10 of the Term, then UCF shall reimburse the CRA an amount equal to 60% of the Reimbursement Funds;

(c) If UCF fails to operate the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs in substantial compliance with the Attendance Goals during years 10 through 15 of the Term, then UCF shall reimburse the CRA an amount equal to 40% of the Reimbursement Funds;

(d) If UCF fails to operate the Schools and, when necessary to achieve Attendance Goals, other UCF instructional programs in substantial compliance with the Attendance Goals during years 15 through 20 of the Term, then UCF shall reimburse the CRA an amount equal to 20% of the Reimbursement Funds;

(e) After year 20 of the Term UCF shall have no further obligation to reimburse the CRA for any portion of the Reimbursement Funds.

2. **By UCF.** UCF shall pay One Million Nine Hundred Forty Eight Thousand Five Hundred and Sixty-Eight Dollars (\$1,948,568.00) toward the costs of the Renovations.

3. **By City.** The City shall pay for the cost of permit and impact fees relating to the construction of the Renovations by means of credits, waivers, and/or direct payments.

F. **Retention.** UCF agrees that the CRA shall retain ten percent (10%) of each monthly invoice submitted for payment pursuant to subsection E above (the "Retention"). The Retention shall be withheld until the following conditions have been met:

- (i) final completion and acceptance of the Renovations by the City;
- (ii) City's receipt of the one-year warranty from the contractor;
- (iii) Releases of liens from the Contractor, subcontractors and suppliers;
- (iv) Receipt by the City of As-built drawings of the Renovations;
- (v) Issuance of a Certificate of Occupancy for the renovated Expo Centre; and
- (vi) UCF's full compliance with all the terms and conditions contained in this Agreement relating to the design and construction of the Renovations.

G. **Access and Inspections.** In addition to personnel of the City's Permitting and Code Enforcement Division and Public Works Department, the City and CRA may have inspectors on-site observing the performance of the construction. They shall have complete access to the construction site at all times. Any construction work discovered or observed to be defective by either the City, CRA, UCF or the Contractor, as applicable, which is defective or otherwise non-conforming to the requirements of the City-approved Plans shall be promptly removed by UCF, through the Contractor, and replaced with conforming work. City and CRA personnel shall not, however, during such visits to the site or as a result of such observations of the construction work, supervise, direct or have control over the construction work, nor shall they have authority or responsibility for the means, methods, techniques, sequences or procedures of construction, or for safety measures and programs incident to the construction.

H. **Copies.** UCF shall provide copies and/or make available at City Hall for inspection, as required by the City, Plans, schedules, correspondence, change orders, reports, field transmittals, job logs, shop drawings, samples, testing data and reports and any other design or construction documents requested by the City.

I. **Insurance.** UCF shall require the Contractor to provide and maintain the following insurance with minimum coverage as stated during the term of construction and including the one year warranty period:

a. General Liability	\$2,000,000
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- b. Automobile Liability                      \$ 500,000
- c. Worker's Compensation                STATUTORY LIMIT

UCF shall require the Consultants who design the Renovations to provide and maintain professional liability insurance in the minimum amount of \$1,000,000 during the term of design and construction including the one-year warranty period. UCF shall require the Contractor to include the City and CRA as an additional insured on the general liability and automobile liability insurance and to provide a waiver of subrogation in favor of the City on the worker's compensation insurance. The City and CRA shall be listed as a certificate holder and the insurance certificates shall provide that the insurance coverage shall not be cancelled without at least 30 days prior written notice having been given to the City and CRA.

**J. Payment and Performance Bonds.** Prior to beginning construction of the renovations, UCF shall require the Contractor to obtain Performance and Payment Bonds with the minimum penal amount of each bond equal to the construction cost of the Renovations work on bond forms reasonably acceptable to the City. The surety must be authorized to issue surety bonds in Florida and must be listed in the current United States Department of the Treasury's "Companies Holding Certificates of Authority as Acceptable Sureties on Federal Bonds and as Acceptable Reinsuring Companies" as published in the Federal Register. The City and UCF shall be listed as co-obligees on each bond. Since the Renovations are to be constructed upon public property, construction liens cannot be placed or filed upon the Leased Premises, and, if a claim of lien is filed, UCF shall take all actions necessary to remove the lien. The City shall not accept the Renovations, nor shall final payment by the CRA hereunder be made, until all such liens are removed.

**K. Final Inspection.** Upon completion of the construction of the Renovations, UCF shall conduct a final inspection with the Executive Director of the CRA and the Public Works Director of the City, or their respective designees. If the City and UCF both believe that all construction work is completed in conformance with the City-approved Plans, UCF shall submit a final completion certification to the City, accompanied by complete as-built drawings acceptable to the City Surveyor, a one year warranty from the Contractor on the labor and materials commencing upon the date of final completion and acceptance by City, and waivers and lien releases from OHA, the Contractor, subcontractors, and suppliers.

**L. Warranty.** UCF shall require the Contractor to provide a standard one-year warranty for the Renovations.

**M. No Waiver of Regulatory Authority.** UCF acknowledges that the City is the entity responsible for issuing building permits and certain other types of permits and performing inspections which will be required in connection with the construction of the Renovations, and further acknowledges that nothing in this Agreement constitutes or is intended to operate as a waiver of such regulatory authority.

N. **Books and Records.** UCF shall keep complete books and records, including, but not limited to all invoices, receipts, statements of costs and records of payment and other supporting records relating to the renovation of the Building in auditable form in accordance with generally accepted accounting principles for no less than five (5) years after the date payment of all cost by the CRA to UCF have been made as provide herein. The City and CRA shall have the right, at their own expense, to conduct an audit of the foregoing records during normal business hours at the office at UCF where the records are stored and maintained. If, as a result of any such audit, it is established that the CRA has overpaid or paid for items outside the Scope of Work, UCF shall forthwith refund the amount owing the CRA, with interest thereon at a rate of eight percent (8%) per annum from the date such amount was overpaid.

**9. Transfer of Title to the Leased Premises to Foundation/Option to Purchase.**

A. **Transfer of Title to the Leased Premises to Foundation.** Provided that UCF complies with all terms and conditions of this Lease Agreement, including but not limited to, the completion and City approval of the Renovations, and the operation of the Schools within the Leased Premises in substantial compliance with the Attendance Goals, the City shall transfer fee simple title to the Leased Premises to the Foundation after the Schools are operating at full capacity, but no earlier than March 1, 2007. The City shall transfer title via a Special Warranty Deed recorded in the public records of Orange County, Florida. Such deed shall contain a reverter clause that requires that the property transferred be used for educational purposes or title to the property reverts to the City. At such time as title to the Leased Premises is transferred to the Foundation, this Lease Agreement shall automatically terminate and the parties shall be released of their obligations hereunder.

B. **Option to Purchase.** At any time prior to the City's transfer of title to the Leased Premises to the Foundation as provided in subsection A above, the Foundation shall have the option to purchase the Leased Premises from the City at a price mutually agreed to by the parties, and the Foundation may exercise such option by giving written notice of such exercise to the City (the "Notice of Exercise"). The City shall transfer title via a Special Warranty Deed recorded in the public records of Orange County, Florida. Such deed shall contain a reverter clause that requires that the property transferred be used for educational purposes or title to the property reverts to the City. At such time as title to the Leased Premises is transferred to the Foundation, this Lease Agreement shall automatically terminate and the parties shall be released of their obligations hereunder. Notwithstanding the foregoing sentence, UCF and the Foundation acknowledge the City's intent to lease Hall #200 and 300 to Expo Hotel Associates, Ltd., its successors or assigns, or other third party until such time as Hall #200 and #300 become part of the Leased Premises on March 1, 2007 pursuant to the Lease Schedule. Therefore, if the Foundation purchases the Leased Premises prior to March 1, 2007, then such purchase shall be subject to any then existing lease, license or similar agreement for the use of Hall #200 and 300. The term of any such lease, license, etc. shall expire on February 28,

2007, and the Foundation and UCF shall honor such lease, license, etc. up to such termination date. This provision shall survive the termination of this Lease Agreement.

**10. Personal Property, Furniture and Equipment.** In addition to the Renovations, UCF shall also furnish and install, at its sole cost and expense, any personal property, furniture and equipment reasonably necessary for the operation of the Schools (the "PPF & E"). UCF shall keep the PPF & E in good condition and repair, normal wear and tear excepted. The PPF & E shall remain the property of UCF during the term of the Lease. If the Lease expires or is terminated prior to UCF taking title to the Leased Premises as provided in section 9 above, UCF shall remove the PPF & E from the Leased Premises and shall repair any damage to the Leased Premises resulting from such removal. Any PPF & E not removed within thirty (30) days after UCF's receipt of a written request from the City to remove such PPF & E, shall be considered abandoned and automatically become the property of the CITY.

**11. Repairs and Maintenance.**

A. **By City.** For the period of time from the Lease Commencement Date to the earlier of March 1, 2007 or the Foundation's ownership of the Leased Premises, (the "City Maintenance Period"), the CITY, at its sole cost and expense, shall be responsible for the repair and maintenance of (i) the exterior walls, roof, and foundation, of the Building; and (ii) those portions of the Building not part of the Leased Premises according to the Lease Schedule. All items that the City is required to maintain and repair shall be maintained and repaired in a good, safe and sanitary condition during the City Maintenance Period, normal wear and tear excepted.

B. **By UCF.** During the City Maintenance Period, UCF, at its sole cost and expense, shall be responsible for the cost of repair and maintenance of the interior of the Leased Premises. At the end of the City Maintenance Period any and all repairs and maintenance of the interior and exterior of the Leased Premises shall be performed by UCF at its sole cost and expense. . All items that UCF is required to maintain and repair shall be maintained and repaired in a good, safe and sanitary condition throughout the term of the Lease, normal wear and tear excepted.

C. **Common Area Maintenance (CAM) Expenses.** During the City Maintenance Period, the City shall maintain and repair the Common Areas, plumbing, HVAC, electrical, doors, windows, plate glass, carpet, fixtures, fire extinguishers, sprinkler systems, exterior grounds and landscaping, and exterior and Common Area lighting. In addition, the City will provide or arrange for refuse collection, security, janitorial service to the Common Areas, utilities to the Common Areas, and pest control (except within UCF's food service areas). UCF shall reimburse the City a percentage of the cost of the services enumerated in this subsection based upon the ratio of the square footage of the Leased Premises compared to the gross leaseable area of the Building. To the extent that UCF receives Plant, Operations and Maintenance funds from the legislature for the Leased Premises, such funds shall be the first source of payment for the items described herein.



**D. City Inspection.** During the Lease term, the City shall be entitled to inspect the Leased Premises and Renovations twice per year and provide UCF with a written list of items requiring repair by UCF. UCF shall have thirty (30) days from its receipt of the list to repair all items on the list, unless the nature of such repair is such that it cannot be accomplished within 30 days, in which case UCF shall be allowed a reasonable period of time to make such repairs, provided UCF promptly and diligently pursues such repairs. The failure of UCF to repair the items within such time period shall be a breach of this Lease. The failure of the City to provide a list of repairs to UCF shall not relieve UCF of its maintenance and repair obligations.

**12. Utilities.** UCF shall be responsible for the cost of utilities for the Leased Premises. The cost of utilities for the Common Areas shall be jointly paid by the City and UCF as CAM expenses pursuant to section 11.C above.

**13. Janitorial Service.** UCF, at its sole cost and expense, shall provide janitorial service to the Leased Premises. During the City Maintenance Period the City shall provide janitorial service to the Common Areas, the cost of which shall be jointly paid by the City and UCF as CAM expenses pursuant to section 11.C above.

**14. Pest Control.** If UCF establishes food service at the Leased Premises, UCF, at its sole expense, shall engage exterminators to control vermin and pests on a monthly basis in all areas where food is prepared, dispensed or stored and in all areas where trash is collected and deliveries are made.

**15. Grease Traps and Recycling.** If UCF establishes food service at the Leased Premises, UCF shall comply with the CITY's Oil and Grease Management Program per section 30.15 of the Orlando City Code (Code). UCF shall be responsible for the professional removal of grease to avoid spillage and for grease recycling of shortening. Grease Traps shall be provided and pumped in compliance with section 30.15 of the Code.

**16. Signage.** UCF may install appropriate signage to identify the Schools. All signage is subject to the sign regulations of the CITY and the Downtown Development Board (DDB) (if applicable). Since the Leased Premises is public property owned by the City, political campaign signs are prohibited on the Leased Premises pursuant to section 64.252.

**17. Exclusive Use.** UCF shall be entitled to exclusive possession and enjoyment of the Leased Premises, subject to the terms described herein.

**18. Living Wage.** During construction of the Renovations, UCF shall pay to all of its employees, Contractors and Consultants providing construction-related services to the Renovations, a living wage for the time spent providing such services (this provision does not include general administrative personnel). "Living wage" means compensation for employment of not less than \$8.50 per hour for straight time, exclusive of FICA,

unemployment taxes, and workers compensation insurance and employee benefits. Necessary payroll documentation shall be provided to confirm compliance with this provision or UCF shall allow the City to audit (at their place of business) its payroll records to determine if compliance has been achieved.

**19. MBE/WBE Participation.** To the extent allowed by Florida law, UCF shall use its best efforts to encourage its Contractor and Consultants to meet the City's minimum goals for participation of City-certified minority business enterprises ("MBEs") and City-certified women business enterprises ("WBEs") in the design and construction of the Renovations in accordance with Articles II and III of Chapter 57 of the Orlando City Code. The City encourages UCF and its Contractor and Consultants to exceed the minimum MBE/WBE goals referenced above, and the City will assist in such effort to exceed the goals. UCF shall require its Contractor and Consultants to submit quarterly reports in a format acceptable to the City and the MBE/WBE Department, documenting MBE/WBE firms used, their scopes of work, dollar value of contracts, work performed to date, and dollar amounts paid to date. The initial report shall be submitted to the City's MBE Director within forty-five (45) days of the Effective Date.

At the City's sole risk and expense, a City MBE/WBE Compliance Officer may visit the job site and may interview firms and employees in order to observe and document participation by MBE/WBE firms and minority and women employees.

**20. Termination.** This Lease Agreement may be terminated:

A. By UCF if the City fails to perform any of its obligations under this Lease, and does not remedy the failure within thirty (30) calendar days after receipt by the City of written demand from the UCF to do so;

B. By the City or CRA if UCF fails to perform any of its obligations under this Lease, and does not remedy the failure within thirty (30) calendar days after receipt by UCF of written demand from the City to do so;

If the Lease expires or is terminated prior to the City's transfer of fee simple title to UCF as provided in section 9 above, then UCF shall peacefully deliver up to the City possession of the Leased Premises together with the Building and other improvements thereon, in good condition and state of repair, reasonable wear and tear excepted, which Building and other improvements shall become the property of the City.

**21. Indemnification.**

A. **UCF's Indemnification of City.** To the extent provided by Florida law, UCF hereby agrees to indemnify, defend and hold harmless without limit the City, its' officers, agents, employees, and elected and appointed officials, from and against any and all liability, claims, demands, damages, fines, fees, expenses, penalties, suits, proceedings, actions and cost of actions, including reasonable attorney's fees before and at trial and on appeal, of any kind and nature arising or growing out of or in any way

connected with UCF's use of the Leased Premises, operation of the Schools, construction of the Renovations, or performance of this Lease, caused by, resulting from or arising out of any act or omission of UCF, its agents, or employees.

**B. City's Indemnification of UCF.** To the extent provided by Florida law, the City hereby agrees to indemnify, defend and hold harmless UCF, its' officers, agents, and employees, from and against any and all liability, claims, demands, damages, fines, fees, expenses, penalties, suits, proceedings, actions and cost of actions, including reasonable attorney's fees before and at trial and on appeal, of any kind and nature arising or growing out of or in any way connected with the City's failure to comply with its obligations under this Lease caused by, resulting from or arising out of any act or omission of City.

## **22. Insurance**

A. UCF, at its own expense, shall keep in force and at all times maintain State Self Insurance as provided by law and shall provide City with a statement of insurance evidencing such self insurance.

B. During the City Maintenance Period, the City shall provide property/casualty insurance for the full value of the Building through its self-insurance program and shall provide UCF with a statement of insurance evidencing such insurance.

## **23. Compliance With Laws**

A. UCF shall comply with all applicable present and future federal, state, and local laws, ordinances, rules, and regulations relating to the its use and maintenance of the Leased Premises, the operation of the Schools, and the design and construction of the Renovations pursuant to this Lease, including, but not limited to, the Florida Building Code (FBC), and the Americans With Disabilities Act (ADA). The payment of any penalties or fines arising out of or in any way connected with the violation of, or non-compliance with, the foregoing shall be UCF's responsibility.

B. The City shall comply with all applicable laws, rules and regulations imposed upon it as the owner of the Leased Premises.

C. UCF shall obtain all certificates, permits, and other approvals that may be required by any federal, state, or local authority for the operation of the Schools and the construction of the Renovations. The payment of any penalties or fines arising out of or in any way connected with the violation of, or non-compliance with, the foregoing shall be UCF's responsibility.

**24. Taxes and Assessments.** The payment of all applicable real estate and personal property taxes relating to the portion of the Building that are part of the Leased Premises according to the Lease Schedule, including any taxes on the Leasehold, improvements and PPF&E, shall be the sole responsibility of UCF, subject to any



exemptions or immunity from the payment of such taxes under Florida Law. The City shall be responsible for the payment of the annual City Stormwater Utility Fee imposed upon the Leased Premises during the City Maintenance Period.

**25. Damage or Destruction of Leased Premises.** If the Leased Premises or any portion thereof are destroyed or damaged the City shall immediately take such action as is necessary to assure that the Leased Premises (or any portion thereof) do not constitute a nuisance or otherwise present a health or safety hazard. If the destruction or damage is such that it materially hinders effective use of the Leased Premises as a School, then UCF may elect to either (1) require the City to repair or reconstruct the Leased Premises using the insurance proceeds of the City's self-insurance if the damage is a covered loss, or (2) repair or reconstruct the Leased Premises using the insurance proceeds of UCF's self-insurance or at UCF's sole cost and expense if the damage is not covered by the City's self-insurance, or (2) terminate this Lease by giving thirty (30) days written notice to the City.

In the event that UCF elects to terminate the Lease, then UCF shall promptly remove the PPF&E from the Leased Premises and vacate the Leased Premises. If UCF chooses terminate the lease, then the CITY, as the named insured, shall retain any insurance proceeds payable as a result of such damage or destruction under policies required by section 20 of this Lease. After the first twenty (20) year term, the City shall have no obligation to reconstruct or repair damage to the Leased Premises

**26. Condemnation.**

**A. Total Condemnation.** If all of the Leased Premises, and the improvements located thereon, are taken by the exercise of the power of eminent domain, this Lease shall terminate as of the date the condemnor takes possession, and all payments due pursuant to the provision of this Lease shall be prorated accordingly. The entire compensation award attributable to the Leased Premises taken shall belong to the Landlord. UCF shall have the right to claim and recover from the condemning authority, such compensation as may be separately awarded or recoverable by UCF in UCF's own right on account of any and all damage to UCF's business by reason of any condemnation and for or on account of any cost or loss to which UCF might be put in removing or relocating UCF's business, PPF & E.

**B. Partial Condemnation.** If more than twenty-five percent (25%) of the Leased Premises at the time, are taken by the exercise of the power of eminent domain (herein referred to as "**Partial Condemnation**"), UCF shall have the right to terminate this Lease if the remaining portion of the Leased Premises not condemned (including the improvements located thereon) are such that their continued use for the purpose for which the same were being used immediately prior to such taking is reasonably impractical or economically imprudent. The option to terminate herein granted shall be exercised in writing by UCF within sixty (60) days after UCF shall have received written notice of the date of the taking of possession by the applicable condemning authority. Termination shall be effective on the date of the taking. Upon termination, all payments due pursuant to the provisions of this Lease shall be prorated accordingly. The entire

compensation award attributable to the Leased Premises taken shall belong to the Landlord. UCF shall have the right to claim and recover from the condemning authority, such compensation as may be separately awarded or recoverable by UCF in UCF's own right on account of any and all damage to UCF's business by reason of any condemnation and for or on account of any cost or loss to which UCF might be put in removing or relocating UCF's business, PPF & E.

C. **Cooperation in Making Claims.** The City and UCF shall, in connection with any eminent domain proceedings, cooperate in making all claims for damages and bringing suit or action.

27. **Advertising and Promotion.** UCF and City shall not use the other's name or logo in advertising or promoting the Schools without the other's prior, written consent

28. **Mortgage By UCF.**

A. **Mortgage.** UCF may, provided that UCF is not then in default hereunder, execute a leasehold mortgage upon UCF's interest in the Leased Premises pursuant to this Lease through an institutional lender (Lender) as security for the payment of a note, and any renewal or extensions thereof, or substitution of lenders or refinancing, to be executed by UCF upon the following terms and conditions:

(i) the CITY shall not be obligated for the payment of any such loan or any part thereof.

(ii) the note and mortgage shall provide that in the event of any default as to the terms and provisions of the note and mortgage which would permit the Lender to accelerate the loan balance, the Lender shall be obligated to give the CITY written notice of such default at least ten (10) days prior to any action to foreclose against the mortgage.

(iii) the proceeds of the loan shall be used solely to pay for development and construction costs, loan expenses and other related costs with respect to the Renovations or other improvements to be made upon the Leased Premises.

B. **Notice and Right to Cure.** The City shall give simultaneous written notice to Lender of any default by UCF under this Lease and shall give the Lender the same period of time to cure the default as is granted to UCF under the Lease. All notices to Lender shall be sent in the same manner as required by section 31 below to such address as the Lender may designate in writing to the City. If the Lender forecloses its mortgage and acquires UCF interest in the Leased Premises, then the Lender shall become "UCF" under the Lease. Nothing contained herein shall obligate the Lender to cure any default of UCF.

29. **Estoppel Certificate.** Either party shall at any time and from time to time upon not less than ten (10) days prior request by the other party deliver to the requesting party a statement in writing certifying whether (a) the Lease is in full force or has been

**36. No Partnership or Joint Venture.** Nothing contained in this Agreement shall constitute or be construed to be or create a partnership or joint venture between the CITY and UCF.

**37. Non-Waiver; Remedies Cumulative.** Failure of either party to complain of any act or omission on the part of the other party, no matter how long the same may continue, shall not be deemed to be a waiver by said party of any of its rights hereunder. No waiver by either party of any breach of any provision of this Lease shall be deemed a waiver of a breach of any other provision of this Lease or a consent to any subsequent breach of the same or any other provision. If any action by either party shall require the consent or approval of the other party, the other party's consent to or approval of such action on any one occasion shall not be deemed a consent to or approval of said action on any subsequent occasion or consent to or approval of any other action on the same or any subsequent occasion. Any and all rights and remedies which either party may have under this Lease or by operation of law, either at law or in equity upon any breach, shall be distinct, separate and cumulative and shall not be deemed inconsistent with each other; and no one of them, whether exercised by said party or not, shall be deemed to be in exclusion of any other, and any two or more or all of such rights and remedies may be exercised at the same time.

**38. Construction of Language.** The language in all parts of this Lease shall in all cases be construed as a whole according to its fair meaning. Each party has participated extensively in the negotiations concerning and drafting of this Lease, and each has been represented by legal counsel.

**39. Business Day.** Should any due date hereunder fall on a Saturday, Sunday or legal holiday, then such due date shall be the first business day following such Saturday, Sunday or legal holiday.

**40. Commission.** The City, CRA, and UCF represent and warrant to each other that neither party has engaged, employed nor dealt with any broker in connection with this Lease.

**41. Miscellaneous.**

A. The CITY and UCF represent that each, respectively, has full right, power, and authority to execute this Lease.

B. This Lease constitutes the entire agreement and understanding of the parties and supersedes all offers, negotiations, and other agreements of any kind. There are no representations or understandings of any kind not set forth herein

C. This Lease shall be construed in accordance with the laws of the State of Florida. The location for the settlement of any disputes arising out of this Lease shall be Orange County, Florida.



D. If any term of this Lease is found to be void or invalid, such invalidity shall not effect the remaining terms of this Lease, which shall continue in full force and effect.

E. This Lease may be amended or modified at any time during the term of the Lease by the mutual, written agreement of the parties.

F. Time is of the essence with respect to all provisions of this Lease, including the performance of all obligations of the parties provided for herein.

This Lease has been executed by the parties as of the date set forth above.

**SIGNATURES BEGIN ON NEXT PAGE**

CITY OF ORLANDO, FLORIDA

By:   
Mayor/Pro Tem

Attest:

By:   
Alana C. Brenner, City Clerk

APPROVED AS TO FORM AND LEGALITY  
for the use and reliance of the  
City of Orlando, Florida, only.

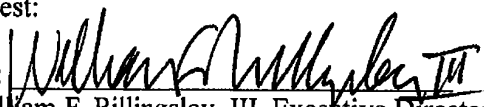
October 15, 2004.

  
Assistant City Attorney

COMMUNITY REDEVELOPMENT  
AGENCY

By:   
Buddy Dyer, Chairman

Attest:

By:   
William F. Billingsley, III, Executive Director

SIGNATURES CONTINUED ON NEXT PAGE

UNIVERSITY OF CENTRAL FLORIDA

By: [Signature]  
Dr. Terry L. Hickey  
Provost

ATTEST:  
By: [Signature]  
Dr. Kathryn L. Seidel  
Dean, College of Arts and Sciences

Legal Content Approved  
[Signature], 10/11/04

UNIVERSITY OF CENTRAL FLORIDA  
FOUNDATION, INCORPORATED, as fiscal agent

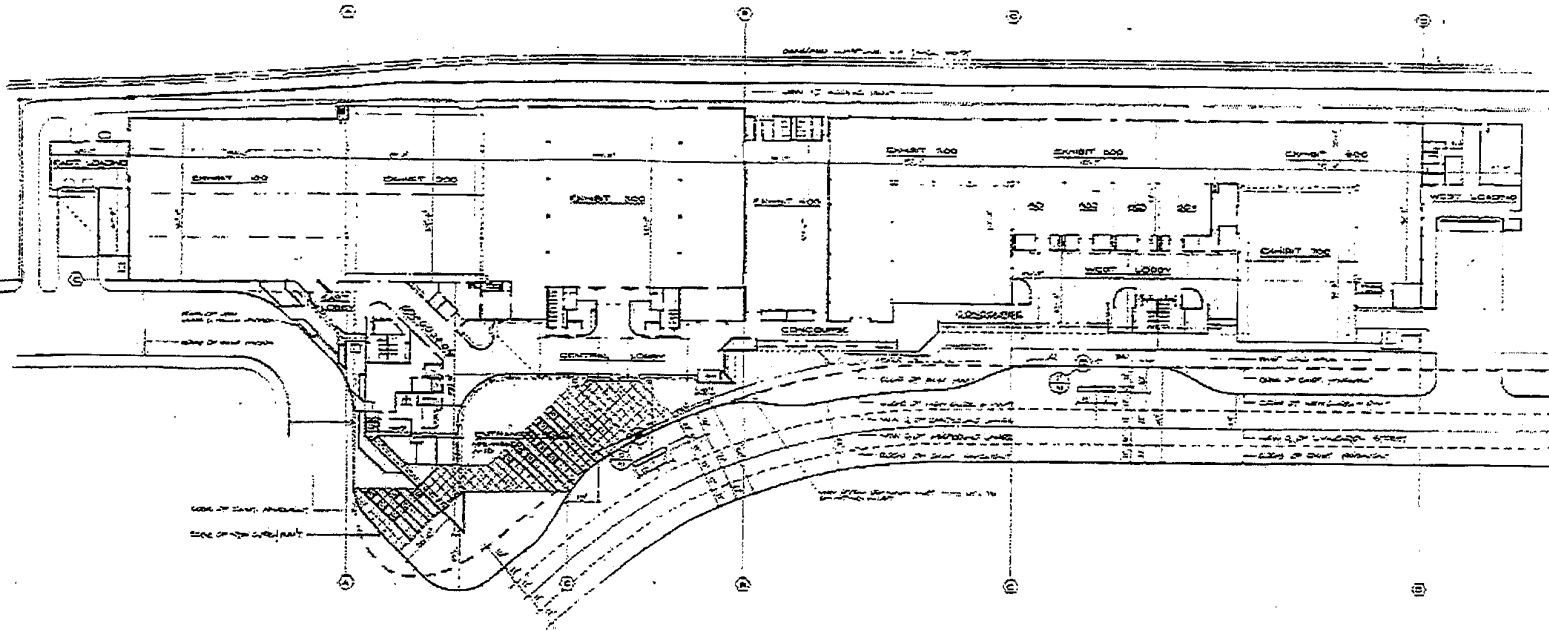
By: [Signature]  
Name: ROBERT J. HAINES, JR.  
Title: C. F. O.

ATTEST:  
By: [Signature]  
Name: Margaret Jarrell-Cole  
Title: Legal Counsel



**EXHIBIT A**  
**LEASED PREMISES**

Exhibit A

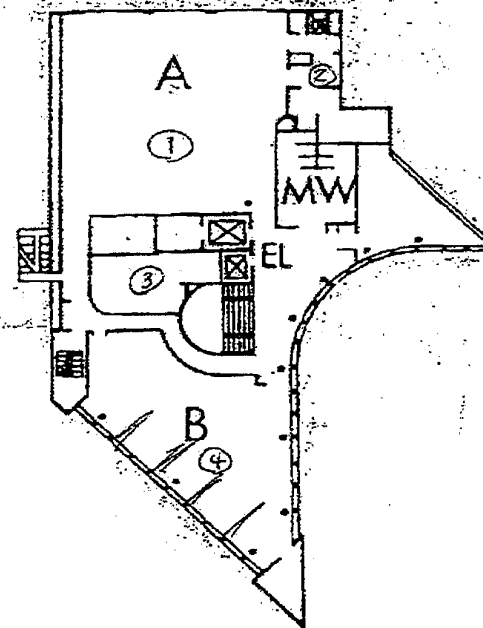


MASTER FLOOR PLAN

Exhibit A  
PHASE I (continued) TIME ASAP

COMS SPACE  
~~FACULTY OFFICES~~

2nd Floor



1-COMS research lab  
(see page 4 for layout)

2. Tech Support  
(demo kitchen facilities,  
distribute power, networking  
telephones)

3. Tech Staff - 3 stations  
(demo temporary wall)

4. Faculty offices - create  
as many as possible using  
approximately 40 sq. ft for  
size with glass exposure as  
much as possible - floor to  
ceiling for privacy/security

JUL 29 04 03:52P

CNS Dean's Office

(407) 823-0591

P. 4

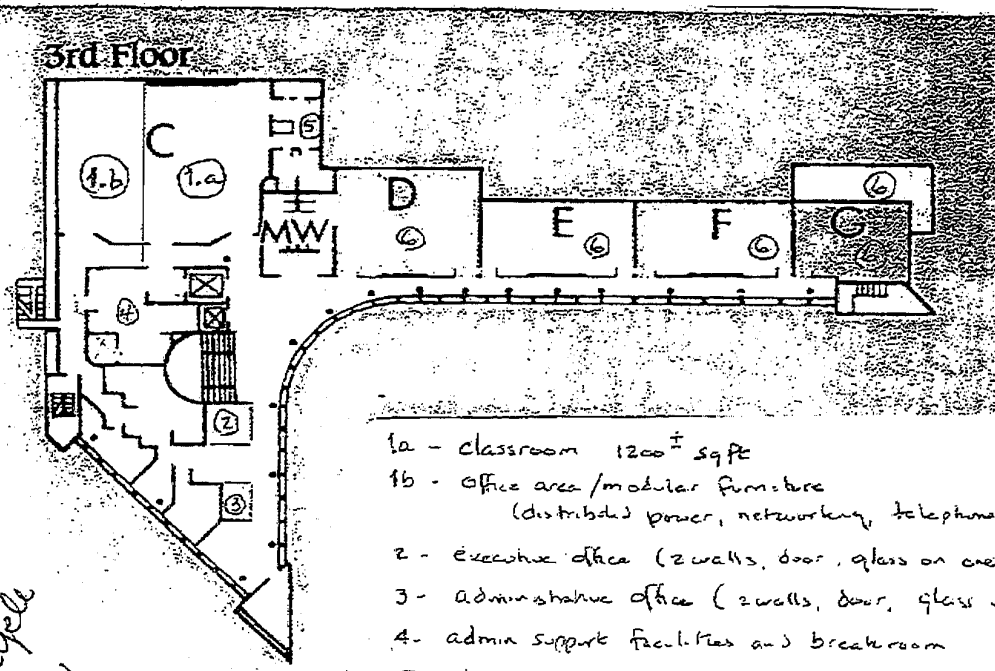
3.



Exhibit A

PHASE 1: TIME ASAP

SFOM SPACE



- 1a - classroom 1200± sq ft
- 1b - office area/modular furniture  
(distributed power, networking, telephones)
- 2 - executive office (2 walls, door, glass on one wall)
- 3 - administrative office (2 walls, door, glass on one wall)
- 4 - admin support facilities and breakroom
- 5 - classroom support (demo kitchen facilities, distribute power)
- 6 - visual language labs (distributed power, networking)

30 people  
or less

JUL 29 04 03:52P

CNS Dean's Office

14071023-0591

P.3

2.

# UCF Downtown Proposal for Florida Board of Governors

## Appendix C

### Letters of Community and Business Support

## Letters of Business and Community Support UCF New Type I Campus

Organization	Name	Title
African American Chamber, Central Fla.	John Davis	President
Aloft Hotels	D. Craig Leicester	General Manager
American Road Group	Anne Deli	President
Axiom Healthcare Pharmacy	Bill Bucher	Executive Vice President and CFO
Baker & Hostetler	James V. Etscorn	Managing Partner
Balfour Beatty Construction	Sean DeMartino	President
Bank of America	Steven T. Alch	Market President
BBA Aviation	S. Michael Scheeringa	President and CEO
BBIF Florida	Inez Long	President and CEO
BishopBeale	Michael F. Beale	CEO
Blézoo	Dean Caravelis	Principal
Boys and Girls Clubs of Central FL	Gary W. Cain	President and CEO
Canin Associates	K. Eliza Harris	Principal
Carlton Fields Jordan Burt	Vernon Swartsel	Of Counsel
CBRE Commercial Real Estate Serv.	William S. Moss	Senior Managing Director
Central Florida Health Alliance	Donald G. Henderson	President and CEO
Central Florida Sports Commission	Brent Nelson	Senior Vice President
Children's Home Society of Florida	Michael J. Shaver	President and CEO
The Church Street District	Jay Manji	Owner, 7-Eleven Downtown
The Church Street District	Michael Rogier	Owner, Hamburger Mary's
The Church Street District	Kirk Wingerson	Marketing Div Mgr, City of Orlando Venues
The Church Street District	George Maltezos	Business Owner
The Church Street District	R. Douglas Taylor	Church Street Entertainment
City of Orlando	Lisa Early	Director of Families, Parks and Recreation
Clean the World	Shawn Seipler	CEO and Executive Director
Coalition for the Homeless of Orlando	Brent A. Trotter	President and CEO
Code School	Gregg Pollack	CEO and Founder
Conrad Santiago and Associates	Conrad Santiago	Managing Principal
Cross, Fernandez & Riley, LLP	Melanie Fernandez	Co-Founder and Partner
Crossman & Company	John Crossman	President
Crotty Consulting Group	Richard T. Crotty	Former Mayor
C.T. HSU + Associates	C.T. Hsu	President
Cushman & Wakefield	Anne Spencer	Director
Cushman & Wakefield	Wanda Riley	Florida Operations Director
Cybis Communications	Jeff Douglass	CEO
Downtown Orlando	Thomas C. Chatmon, Jr.	Exec. Director of Downtown Dev. Board
Downtown Orlando Condo Alliance	Greg Reynolds	Chairman
Downtown Orlando Partnership	Scott Pamplin	President
Dr. Phillips Center for the Performing Arts	Katherine Ramsberger	President and CEO
Dr. Phillips Charities	Ken Robinson	President
Early Learning Coalition of Orange County	Karen Willis	Chief Executive Officer
Fifth Third Bank	Thomas L. Smallwood, III	Market President
First Presbyterian Church of Orlando	David D. Swanson	Senior Pastor
Florida Citrus Sports	Steve Hogan	CEO
The Florida High Tech Corridor	Randy Berridge	President



Florida Hospital	Lars Houmann	President and CEO
Fry Hammond Barr	Mason Moore	Vice President, Client Services
Fuelzee	Daniel McGaw	CEO
Gray Robinson	J. Charles Gray	Shareholder
Heart of Florida United Way	Robert Brown	President and CEO
Hispanic Chamber of Commerce	Diana Bolivar	President
Hoke Design, Inc	Ginger Hoke	President
HuntonBrady Architects	Charles W. Cole	President
Hyatt Regency Resort	Patricia J. Engfer	Area Vice President and General Manager
IDEAS	John Lux	Chief Operating Officer
Ivanhoe Village	Mindi Rackliff	Executive Director
Ivanhoe Village	Paul Turner	Board Member
The Ivy - Residences at Health Village	Cassie Olson	Residential Property Manager
Jennings, Toni	Toni Jennings	Former Lieutenant Governor
Jones Lang LaSalle	Doug Irmscher	Market Director-Florida
Kaptiv Marketing	Laura Kern	President
Kavaliro	Bill Peppler	Managing Partner
The KnobHill Companies	Richard Walsh	CEO
Leidos	James W. Baxter	Senior Vice President
Leidos	Kevin Dietrick	Vice President
Levy Restaurants	Robert E. Wood	Vice President
Lockheed Martin	Michael Sarpu	Vice President, MST Operations
Lynx	John Lewis, Jr.	CEO
Mad Cow Theater Company	Mitzi Maxwell	Executive Director
Martinez Manglardi, Attorneys at Law	Michael Manglardi	Managing Partner
Mazor Robotics	Christopher Prentice	CEO
Monster Media	John Payne	President
Moreno, Peelen, Pinto & Clark	Rob Clark	Co-Owner
National Center for Stimulation	Thomas L. Baptiste	President and CEO
Old Florida Bank	John Burden	President and CEO
Orange County Circuit Courts	Tiffany Moore Russell	Clerk of Courts
Orange County Mayor	Teresa Jacobs	Mayor
Orange County School Board	Bill Sublette	Chairman
Orlando Business Journal	Robert Bobroff	Publisher
Orlando City Soccer	Phil Rawlins	President and Founder
Orlando Day Nursery	Mata Dennis	Executive Director
Orlando Eco. Development Commission	Rick L. Weddle	President and CEO
Orlando Health	Jamal Hakim	Interim President and CEO
Orlando Magic Basketball	Alex Martins	CEO
Orlando Repertory Theatre	Gene Columbus	Executive Director
Orlando Science Center	JoAnn Newman	President and CEO
Orlando Sentinel	Nancy A. Meyer	Publisher and CEO
Orlando Shakespeare Theater	P.J. Albert	Managing Director
Orlando Shakespeare Theater	Pat Strasberg	Executive Board Member
Orlando Solar Bears Hockey	Jason Siegel	Managing Partner, CEO, and President
Orlando Tech Association	Orrett G. Davis	Executive Director
Orlando Utilities Commission	Ken Ksionek	General Manager and CEO
Oviedo, FL	Keith Britton	Council Member
Oviedo, FL	Cynthia Drago	Deputy Mayor

Oviedo, FL	Steve Henken	Council Member
Oviedo, FL	Dominic Persampiere	Mayor
Oviedo, FL	Stephen W. Schenck	Council Member
Palmas Services	Olga M. Calvet	Senior Vice President and CFO
Parkway Properties	Shipley Hall	Vice President and Managing Director
PBS	Paula A. Kerger	President and CEO
PCL Construction	Charlie Dorr	Community Relations
Peter B. Cannell & Co., Inc.	Ronald C. Thow	Senior Vice President
Quest, Inc.	John R. Gill	President and CEO
Red Lobster	Horace G. Dawson	Executive Vice President
Revolutionary Road Hospitality Group	Stuart R. Newmark	President and COO
R L Burns Inc.	Jessica Burns	Vice President
Rosen Hotels and Resorts	Harris Rosen	President
The Salvation Army	Major Mark Woodcock	Orlando Area Commander
SeaWorld Parks and Entertainment, Inc.	Dave Hammer	Chief Human Resources Officer
Seay, Beverly	Beverly Seay	Community Leader
Segal, Sara	Sara Segal	Community Leader
Shutts & Bowen	Michael J. Grindstaff	Managing Partner
Skanska	Robert Utsey	Senior Vice President
Southern Strategy Group of Orlando	Kelly Cohen	Managing Partner
Stockhammer, Sigi	Sigi Stockhammer	Citizen
SunTrust Bank	David Fuller	Chairman, President, and CEO
The Tech Law Firm	Donna M. Chesteen	Owner
Terracon	Leila Jammal Nodarse	Senior Principal
Texas Instrument	Steve W. Lyle	Director
The Travel Group	Shelley A. Pynn	President
Tupperware Brands Corporation	Michael S. Potesman	Executive Vice President and CFO
UCF Foundation Board of Directors	Phyllis A. Klock	Chair
United Arts of Central Florida	Flora Maria Garcia	President and CEO
Valencia College	Sanford C. Shugart	President
Valencia College	Rachel C. Allen	Peace and Justice Initiative, Coordinator
Vintage Group Concepts	Jeffrey Gitto	Operating Partner
YMCA of Central Florida	Dan Wilcox	President and CEO
Wayne Automatic Fire Sprinklers	Sarah Kelly	Vice President



**EXECUTIVE BOARD**

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Chair  
Orange County Clerk of Courts

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First Vice Chair  
Red BUD Landscaping & Irrigation

**Dr. Reginald B. Riley**  
Vice Chair  
Orlando Health

**Joyce Odongo**  
Secretary  
Wells Fargo

**Ed Parker**  
Treasurer  
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**John F. Davis**  
President

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Votum Construction

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Devry University

**Al Callier**  
Universal Orlando Resort

**Tony Coley**  
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**Latricia Leak**  
Orlando Magic

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LYNX

**Maritza Martinez**  
University of Central Florida

**Ron Oats**  
Boy Scouts of America

**Zita Steglich-Ross**  
Steglich-Ross Business Solutions

**Sibille Pritchard**  
Brooksville Development

**Scott Skidelsky**  
Balfour Beatty Construction

**Michelle Tatom**  
Greater Orlando Aviation Authority

**Jean E. Wilson**  
Greenberg Traurig

**Paul Wyche**  
Wyche & Associates, Inc.

February 9, 2015

State University System of Florida (Board of Governors)  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown University of Central Florida (UCF) campus for Orlando as part of the Creative Village.

As President of the African American Chamber of Commerce of Central Florida, I have witnessed time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Serving Our Community,

  
John F. Davis  
President

3201 E. Colonial Drive  
Orlando, Florida 32803  
Phone: (407) 420-4870  
Fax: (407) 420-4886  
Visit Us Online: [www.blackcommerce.org](http://www.blackcommerce.org)

1 | Page





February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As General Manager of Aloft Orlando Downtown hotel, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit the Aloft Orlando Downtown and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Craig Leicester".

D. Craig Leicester  
General Manager

Aloft Orlando Downtown  
500 South Orange Ave  
Orlando, FL 32801  
t 407 380 3500 f 407 380 3600  
[www.aloftorlandodowntown.com](http://www.aloftorlandodowntown.com)

The Aloft Orlando Downtown is independently owned by GDC Orlando Hotel Subtenant, LLC and operated by Yedle Management Company under a license issued by The Sheraton LLC

## American Road Group

Harley-Davidson Dealerships and Retail Stores

875 North Michigan Avenue  
Suite 3340  
Chicago, IL 60611



Telephone 312 280 6001  
Facsimile 312 280 6570  
[www.americanroad.biz](http://www.americanroad.biz)

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As President of American Road Group, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Anne Deli".

Anne Deli



550 Technology Park  
Lake Mary, FL 32746  
888-315-3395

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

As Executive Vice President and CFO of Axiom Healthcare Pharmacy, I write to give my strong endorsement to the proposed UCF Downtown campus.

UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, which is one of Orlando's oldest African-American neighborhoods.

In an alliance with Valencia College, UCF Downtown will reinvigorate and redefine the future of a downtown area once occupied by the Orlando Magic's Amway Arena before its destruction in 2012. Built on this site, the downtown campus will accommodate 10,000 students, plus support faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Downtown Orlando is an opportune location for UCF's programs that reflect the growing technology-oriented companies and talent cluster in the downtown area and for those programs with a strong outward focus into the community and a record of establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. UCF is also designing a national model program to allow young men and women with intellectual disabilities to participate fully in college life at the downtown campus.

Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At the recent groundbreaking of a new K-8



school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood. Regina Hill, an Orlando city commissioner, said recently about UCF Downtown, "We're not just talking about transforming a city. We're talking about transforming lives."

You can see why I give my whole-hearted endorsement to UCF Downtown. It will be a game-changer.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Bucher", with a stylized flourish at the end.

Bill Bucher

Executive Vice President & CFO

# BakerHostetler

## Baker&Hostetler LLP

SunTrust Center, Suite 2300  
200 South Orange Avenue  
Orlando, FL 32801-3432

T 407.649.4000  
F 407.841.0168  
www.bakerlaw.com

James V. Etscorn  
direct dial: 407.649.4067  
JEtscorn@bakerlaw.com

January 30, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am pleased to submit this letter in support of development of a new Downtown Orlando UCF campus.

Growing up in Orlando, I have seen a multitude of changes over the last 40+ years. One of the most significant changes has been the growth of UCF from a small commuter school to a national leader in engineering, photonics, modeling, simulation and digital media. UCF is now a national university attracting the top students from throughout the United States. But UCF's work is not done. The proposed Downtown Orlando UCF campus would continue UCF's trajectory.

The transformation of Downtown Orlando in the last ten years has been nothing short of incredible. We have a world class sports arena, performing arts center and soon Creative Village will continue this growth. In addition, just last weekend Orange County Public Schools announced that it would build a cutting edge school in the Parramore district and that the school will partner with the Boys and Girls Club of Central Florida and Rosen Hotels. This growth, coupled with the fact that various businesses, nonprofits and leading legal, financial, medical and retail call downtown Orlando home, will insure that Orlando will be positioned to be a top city for economic growth for years to come. A Downtown Orlando UCF campus would allow businesses to partner with the students who aspire to someday work downtown. A Downtown Orlando UCF campus would also provide a talent pool of highly educated young adults who want to remain in Central Florida post-graduation due to the many opportunities Central Florida offers. In short, a Downtown Orlando UCF campus is essential for Orlando and Central Florida's future.

Atlanta Chicago Cincinnati Cleveland Columbus Costa Mesa Denver  
Houston Los Angeles New York Orlando Philadelphia Seattle Washington, DC

State University System of Florida  
January 30, 2015  
Page 2

Thank you for your consideration. Please feel free to contact me if you have any questions.

Respectfully,

A handwritten signature in black ink, appearing to read "James V. Etscorn", written in a cursive style.

James V. Etscorn  
Managing Partner



## Balfour Beatty Construction

February 10, 2015

Rick Schell, Ph.D.  
Vice President and Chief of Staff  
Professor of English  
Office of the President  
University of Central Florida

t.407.226.9819  
f.407.226.9970  
255 S. Orange Avenue  
Suite 1100  
Orlando, FL 32801  
QB 36475 | CGC060179

Dear Dr. Schell:

Balfour Beatty Construction is in full support of the University of Central Florida gaining authorization to build a campus at the Creative Village site in downtown Orlando. As a business enjoying the opportunities of being located downtown, Balfour Beatty recognizes the tremendous positive impact that a UCF Downtown campus will have on the local education, business and community.

The need for students, faculty and related professionals to travel to downtown can now be an easier, safer and more economical via the new SunRail and partner LYNX. This is important for individuals who will hold positions downtown for internships, clerkships, independent studies, special projects and clinical experiences that will be made possible through the academic programs offered at UCF Downtown. The new campus will also provide greater opportunities for access to legal, criminal justice, business, government, media, arts and entertainment, and non-profit professionals and expertise.

We support the plan for UCF to leverage higher education by constructing joint-use facilities with Valencia College and primary education by partnering with OCPS to aid local community schools and enhance college education for inner-city students.

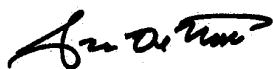
Balfour Beatty recognizes that downtown Orlando continues to sustain healthy growth by attracting an array of urban elements such as education, business, residents, sports, arts, and technology. It's exciting that UCF's current technology presence downtown through the UCF Florida Interactive Entertainment Academy and the UCF Center for Digital and Emerging Media will be enhanced by relocating other UCF digital media programs downtown to create a world-class academic campus for digital media.

The plans to also relocate WUCF TV, WUCF Radio and related academic programs to the downtown area will benefit students, faculty and professionals in those fields by being much closer to local media outlets.

Balfour Beatty has been a Relentless Ally for the University of Central Florida for over 24 years and has built 11 major projects with them during that time. Together we've watched UCF's enrollment triple and its academic profile increase dramatically. We are also a Relentless Ally for the downtown community having completed the Dr. Phillips Center for the Performing Arts, numerous projects for the Orlando Magic, Orlando Public Library and being well underway building the new 420 Artisan.

Balfour Beatty continues to be a Relentless Ally for UCF and downtown Orlando by supporting UCF's dream of a downtown campus. Building this dream will contribute to a vibrant and dynamic Orlando, advancing the economic, cultural, social, and educational environment of our urban core.

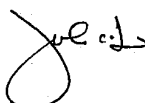
Sincerely,



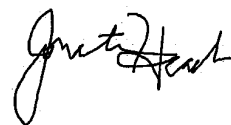
Sean DeMartino  
President



Scott Skidelsky  
Executive Vice President



John Harris  
Senior Vice President



Jonathan Head  
Senior Vice President &  
Chief Legal Officer



Steven T. Alch  
Market President

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As Market President of Bank of America, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Alch", written over the word "Steven".

Steven T. Alch



**BBA Aviation**  
201 S. Orange Avenue  
Suite 1100  
Orlando, FL 32801

Tel +1407.648.7259  
Fax +1407.206.8493  
[www.bbaaviation.com](http://www.bbaaviation.com)

**S. Michael Scheeringa**  
President & Chief Executive Officer  
Flight Support

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As President and CEO of BBA Aviation Flight Support, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit BBA Aviation Flight Support and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Michael Scheeringa". The signature is stylized with a large, sweeping "S" and a long, horizontal flourish at the end.

S. Michael Scheeringa  
President and CEO  
BBA Aviation Flight Support



Smart Growth  
for your Business!



February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

To Whom it May Concern:

As President/CEO of BBIF Florida (BBIF), I am sending this letter in support of the proposed UCF Downtown campus. The UCF Downtown campus will be an economic driver for the region, stimulating jobs and creating new opportunities.

Located in Downtown Orlando for over 20 years, BBIF is a non-profit organization that provides direct loans and financial technical assistance services to Black, minority and underserved small businesses. With a primary target market of Black businesses and communities, we are most at thrilled with the positive impact that the proposed UCF downtown campus would have on the surrounding African American community. The UCF downtown location will not only will give UCF students better access to education, internships, and jobs in a convenient downtown location, but it will help to transform the lives of children and families living in the surrounding Parramore neighborhood, one of Orlando's oldest Black neighborhoods. For years the Parramore community has been blighted and riddled with several pervasive economic impediments. Even now, the community stands in need of many social, educational, retail, and consumer investments. Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At the recent groundbreaking of a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood.

UCF's programs in the downtown area are sure to have a strong outward focus into the community as the organization has a record of establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. In addition, the UCF downtown campus will accommodate 10,000 students, plus support faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

On behalf of the organization, we support the creation of UCF Downtown. It will be a game-changer.

Sincerely,

Inez Long  
President/CEO

BBIF FLORIDA  
301 EAST PINE STREET, SUITE 175 | ORLANDO, FL 32801  
PHONE: 407.649.4780 | FAX: 407.649.8688 | [www.BBIFFlorida.com](http://www.BBIFFlorida.com)



February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As CEO and Principal of BishopBeale, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

Michael F. Beale, CEO

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399



Dear Friend of Florida Education:

As Principal of Blezoo LLC I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

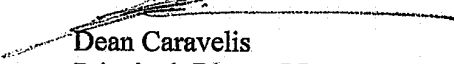
Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

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The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Best Regards,

  
Dean Caravelis  
Principal, Blezoo LLC  
407-841-8844  
dean@blezoo.com

Blezoo LLC  
www.blezoo.com

Outside the box. Inside the budget.™  
info@blezoo.com 407 841 8844 3107 Edgewater Drive, Suite 2-A, Orlando, FL 32804





February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Syd & Marianne Levy Service Center

101 E. Colonial Drive  
Orlando, Florida 32801

Phone: 407.841.8885  
Fax: 407.872.7798  
www.bgccf.org

Mail: P.O. Box 2987  
Orlando, Florida 32802

Gary W. Cain, President/CEO

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Jeff Sweeney, *Chair-Elect*

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Yanet Reyes

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Russ Salerno

Mark Shamley

Phil Smart

Kellie Tomeo

Robert Utsey

Marshall Vermillion

Carla Warlow

Kay Wolf

Edward Woodill

Dear Distinguished Member of the Board of Governors:

On behalf of the board of directors, partners, and stakeholders of Boys & Girls Clubs of Central Florida, I am writing to express our strong support of a new Downtown UCF campus for Orlando as part of the Creative Village.

As the President/CEO of Boys & Girls Clubs of Central Florida, and as the first in my family to attend college, I have seen time and again that higher education is a great escalator in life for individuals of all socio-economic backgrounds. Our community has richly benefitted from the growth of UCF in recent decades. The growth of UCF has led to an improved quality of life for thousands of individuals and their families, and it has translated into higher median incomes, healthier citizens, and lower crime.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, digital media, as well as computer modeling and simulation. Even a successful school must keep growing to meet the ever-increasing demands of our local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent with higher education is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading financial, legal, medical, retail, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals, along with the students who aspire to be employed by them, benefit when there is closer alignment of internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gary W. Cain".

Gary W. Cain  
President/CEO



**GREAT FUTURES START HERE.**





February 5th, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

As a Principal at Canin Associates I am writing to express enthusiastic support for the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core as well as broaden opportunities for students to engage in the community and my industry. Particularly for my industry which is architecture, urban planning and design, Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus. Our firm also finds it difficult to access UCF students for internships and other career development opportunities because of the campus location. Most of our industry professional development events are located in or near downtown making it challenging for student to fit them in with other academic obligations on campus.

University towns and cities across the nation are known for their intellectual and social vibrancy. The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

As an urban planner I am well versed in development trends. The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I am pleased to fully support the proposal and continue a relationship with UCF that is beneficial to our firm, to the University, and to Central Florida.

Sincerely,

A handwritten signature in cursive script that reads "K. Eliza Harris".

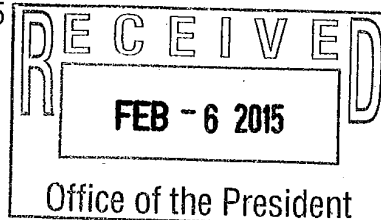
K. Eliza Harris

**CARLTON FIELDS**  
**JORDEN BURT**

**ATTORNEYS AT LAW**

**CNL Center at City Commons**  
450 S. Orange Avenue | Suite 500  
Orlando, Florida 32801-3370  
P.O. Box 1171 | Orlando, Florida 32802-1171  
407.849.0300 | fax 407.648.9099  
www.CFJBLaw.com

February 2, 2015



Atlanta  
Hartford  
Los Angeles  
Miami  
New York  
Orlando  
St. Petersburg  
Tallahassee  
Tampa  
Washington, DC  
West Palm Beach

Dr. John Hitt  
President  
University of Central Florida  
4000 Central Florida Blvd.  
Orlando, Florida 32816

Dear Dr. Hitt:

I practice law in downtown Orlando and have done so for many years. I have been thrilled to read about the effort by UCF to expand its campus downtown. This would be a great step both for the University and for downtown Orlando.

Over many years I have also been a supporter of the Orlando Day Nursery, a not-for-profit preschool childcare provider for more than 90 years. Additionally, in downtown, my church and several other churches have child development centers of their own. All of these would benefit from the presence downtown of the UCF early childhood program (under the College of Education), and I believe the students and faculty of the University would also benefit from the proximity of a number of childcare facilities.

I strongly support your move of the early childhood program to the downtown Orlando campus that will be built in the "Creative Village". As you know early childhood education and development are so very important for children and for their futures, and there are disadvantaged areas of Orlando which are in proximity to downtown and close by to the proposed campus.

Much good could be done by your move of the early childhood program to downtown Orlando. I hope that you will do it.

Cordially yours,

A handwritten signature in dark ink, appearing to read "Vernon Swartzel".

Vernon Swartzel

VS/cm



COMMERCIAL REAL ESTATE SERVICES

William S. Moss  
Senior Managing Director

CBRE, Inc.

**CBRE**

200 S. Orange Avenue, Suite 2100  
Orlando, FL 32801

T +1 407 839 3140  
F +1 407 404 5001  
bill.moss@cbre.com  
www.cbre.com

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As Senior Managing Director of CBRE, Inc., I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

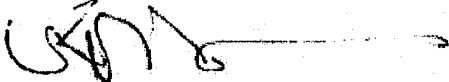
Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,



William S. Moss

# Central Florida Health Alliance

Leesburg Regional Medical Center • The Villages Regional Hospital

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Central Florida Health Alliance enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region will provide Central Florida Health Alliance with opportunities for additional partnerships and talent and will be of great benefit to our organization and to our community.

Central Florida Health Alliance looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our support.

Sincerely,



Donald G. Henderson, FACHE  
President and CEO

Leesburg Regional Medical Center  
600 E. Dixie Avenue, Leesburg, FL 34748  
(352) 323-5762  
CFHAlliance.org

The Villages Regional Hospital  
1451 El Camino Real, The Villages, FL 32159  
(352) 751-8000  
CFHAlliance.org



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

As the Senior Vice President of Central Florida Sports Commission, I write to give my strong endorsement to the proposed UCF Downtown campus.

UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

In an alliance with Valencia College, UCF Downtown will reinvigorate and redefine the future of a downtown area once occupied by the Orlando Magic's Amway Arena before its destruction in 2012. Built on this site, the downtown campus will accommodate 10,000 students, plus supporting faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Downtown Orlando is an opportune location for UCF's programs that reflect the growing technology-oriented companies and talent cluster in the downtown area and for those programs with a strong outward focus into the community and a record of establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. UCF is also designing a national-model program to allow young men and women with intellectual disabilities to participate fully in college life at the downtown campus.

Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At the recent groundbreaking of a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood. As Regina Hill, an Orlando city commissioner, said recently about UCF Downtown, "We're not just talking about transforming a city. We're talking about transforming lives."

400 W. Church Street, Suite 205, Orlando FL 32801  
Tel: 407.648.4900. Fax: 407.649.2072

Providing economic development through sports to Lake, Orange,  
Osceola, Seminole & Volusia counties, and the City of Orlando.

[WWW.CENTRALFLORIDASPORTS.ORG](http://WWW.CENTRALFLORIDASPORTS.ORG)





Board of Governors  
February 12, 2015  
Page 2

You can see why I give my whole-hearted endorsement to UCF Downtown. It will be a game-changer.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Nelson". The signature is fluid and cursive, written over a light background.

Brent Nelson  
Sr. Vice President

400 W. Church Street, Suite 205, Orlando FL 32801  
Tel: 407.648.4900 Fax: 407.649.2072

Providing economic development through sports to Lake, Orange,  
Osceola, Seminole & Volusia counties, and the City of Orlando.

[WWW.CENTRALFLORIDASPORTS.ORG](http://WWW.CENTRALFLORIDASPORTS.ORG)

No effort on behalf of  
children is ever wasted.



February 6, 2015

It's my honor to write a letter in support of UCF's request to build a campus at the Creative Village site in downtown Orlando.

Michael J. Shaver  
President/CEO  
Shelley Katz  
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Miguel Viyella

Along with Children's Home Society of Florida, Central Florida Family Health Center and Orange County Public Schools, UCF is a core partner of Evans Community School, located within Maynard Evans High School in Pine Hills. This initiative, which provides much-needed educational, health and social services to students, has been instrumental in transforming Evans from a nationally recognized "drop-out factory" into a thriving school where students succeed. Through Evans Community School, more youth – who once considered high school graduation a far-fetched dream – realize that a college education is a realistic, achievable goal. None of this would have been possible without UCF's leadership and commitment.

Yet UCF also recognizes that more must continue to be done to help economically disadvantaged students reach goals that once seemed out of reach. As Children's Home Society of Florida works to empower more children, teens and families to attain self-sufficiency and success – possible only through an increased focus on education and employment – UCF will remain a critical partner in our efforts.

UCF's strategic involvement in our efforts to break cycles of poverty and abuse allows us to achieve greater success, thus benefiting children, families and entire communities.

As we strive to make an even greater impact, I fully support UCF's plan to develop a campus in the Creative Village.

Respectfully,

Michael J. Shaver  
President and CEO

**Corporate Office**  
1485 S. Semoran Boulevard  
Suite 1448  
Winter Park, Florida 32792  
Phone: 321.397.3000  
Fax: 321.397.3022  
www.chsfl.org



Leave a Legacy...Remember Children's Home Society of Florida in your estate planning.



February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As a board member of The Church Street District, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

Jay Manji

Owner/ 7-Eleven Downtown/ Pine Street  
Board Member/ the Church Street District



February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

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I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

*Michael J. Rogier*

Michael Rogier  
Owner/ Hamburger Mary's  
Board Member/ the Church Street District





February 5, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

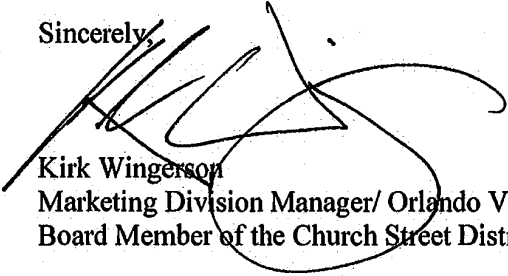
Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

The Church Street District is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to our business community, to the University of Central Florida, and to Central Florida.

Sincerely,



Kirk Wingerson  
Marketing Division Manager/ Orlando Venues -  
Board Member of the Church Street District



February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

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I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

George Maltezos  
Business Owner/Downtown Orlando  
Board Member/ the Church Street District



February 5, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

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Sincerely,

A handwritten signature in black ink, appearing to read 'R. Douglas Taylor', is written over a horizontal line.

R. Douglas Taylor  
Church Street Entertainment  
President - Church Street District Board



# CITY OF ORLANDO

---

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

To Whom It May Concern:

As Director of Families, Parks and Recreation for the City of Orlando, I offer my endorsement for UCF Downtown because youth who reside in the Parramore community, where the campus will be located, will benefit from the project.

The City of Orlando has been spearheading the revitalization of Parramore since Mayor Dyer's *Parramore Task Force* issued its report and recommendations in 2004. These efforts have leveraged sustained strategic investment in economic development, neighborhood beautification, housing, and public safety, dramatically transforming Parramore over the past decade. As part of this work, the City's Families, Parks and Recreation Department has overseen efforts to improve the well being of Parramore's children through a program called Parramore Kidz Zone (PKZ).

PKZ is modeled after the nationally renowned Harlem Children's Zone and the U.S. Department of Education's Promise Neighborhoods Initiative. The goal is to "move the needle" on academic performance, juvenile crime, and teen pregnancy among Parramore youth by offering evidence-based programs, from cradle to college and career, to all youth, from birth to age 24, who reside in the neighborhood. Programs are offered by a coalition of partners that include City community centers, non-profit organizations, and the schools to which Parramore youth are zoned. These programs include tutoring and wrap-around academic support, preschool education, college access assistance, youth employment, parenting education, youth development programs, and health/wellness initiatives.

PKZ's outcomes have been extraordinary. Since the program began in 2006, verified reports of family violence have dropped in Parramore by 45%, teen births have declined by 49%, and juvenile arrests have plummeted 63%. Regarding academic achievement, educational performance among Parramore children has improved at the elementary, middle and high school level. PKZ also offers a robust College Access Program (CAP), including college tours, application and financial aid assistance, scholarships, care packages, and Individual Development Accounts (IDAs) wherein youth save money to cover their post-secondary education expenses. Last year, 126 Parramore youth participated in CAP and at least 63 participants are currently in college. Of these, the top college serving Parramore youth is Valencia, attended by 38% of all PKZ college students. The presence of Valencia College at the UCF Downtown campus would be extraordinarily beneficial to Parramore youth.

The UCF Downtown project is important and timely for a number of reasons. First, as indicated previously, there is a steady and growing pipeline of children in the neighborhood who are preparing and prepared to enter post-secondary education. The presence of both UCF and Valencia in their neighborhood will facilitate and accelerate this process. Second, PKZ offers a

**FAMILIES, PARKS AND RECREATION DEPARTMENT**  
595 NORTH PRIMROSE AVENUE • ORLANDO, FLORIDA 32803  
PHONE 246-4300 • FAX 246-4038 • <http://www.cityoforlando.net>

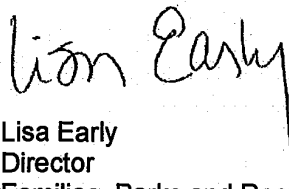


robust platform for UCF professors and students to engage in community-based teaching, learning and research in the surrounding neighborhood. In fact, several UCF professors are already implementing successful models wherein UCF students take courses at sites in Parramore while providing beneficial services to Parramore children. As an example, the UCF College of Education and Human Performance's RED 3310 Early Language & Literacy course is taught weekly at the Dr. J.B. Callahan Neighborhood Center in Parramore. In this class, UCF students engage in parent and child involvement sessions with Parramore families under the supervision and instruction of their professors. The goal is to match UCF Early Childhood Development and Education (ECDE) undergraduate students with three-to-six-year-olds living in an urban poverty community, to provide differentiated literacy assessment and learning activities while, at the same time, the children's parents attend seminars to learn how to best meet their children's literacy needs.

Another important contribution that UCF continues to make in Parramore – one that will only accelerate with the school's presence in the neighborhood – is that students from a variety of UCF colleges have become an indispensable source of volunteers and interns enhancing the capacity of many of the small non-profit organizations located in the neighborhood. Sites that rely on UCF student interns include the Nap Ford Community School, New Image Youth Center, and Page 15. At these sites, UCF students serve as teaching assistants and tutors and mentors for children. UCF has become an indispensable partner in our work.

We are thrilled that UCF plans to expand its footprint in Parramore because we believe it will benefit the youth who reside there, while at the same time enriching the UCF student experience and providing a rich environment for faculty to teach and conduct research. For these reasons, UCF Downtown has my endorsement.

Sincerely,

A handwritten signature in black ink that reads "Lisa Early". The signature is written in a cursive, flowing style. The first name "Lisa" is written in a larger, more prominent script, and "Early" follows in a similar but slightly smaller script. The signature is positioned above the printed name and title.

Lisa Early  
Director  
Families, Parks and Recreation



Recycling Soap. Saving Lives.

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Clean the World enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region will provide Clean the World with valuable resources such as interns and volunteers and will be of great benefit to our organization and to our community.

At the same time, I know that Clean the World will provide these students with opportunities to network, learn about sustainability and green initiatives, social enterprise and the importance of volunteering in the community that will advance their academic success and personal growth.

Clean the World looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our unqualified support.

Sincerely,

Shawn Seipler  
CEO/Executive Director  
Clean the World



**COALITION**  
FOR THE HOMELESS  
OF CENTRAL FLORIDA

639 West Central Boulevard  
Orlando, FL 32801

☎ 407 426 1250  
☎ 407 426 1269

centralfloridahomeless.org

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Brent A. Trotter  
*President/CEO*

February 4, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

**BOARD OF DIRECTORS**

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Aaron L. Zandy

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. Coalition for the Homeless of Central Florida, located in downtown Orlando, is committed to the revitalization and growth of the area, as well as providing an improved quality of life for those in our community.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

Our organization is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to Central Florida.

Sincerely,

Brent A. Trotter  
President/CEO

WITH SUPPORT FROM



Heart of Florida United Way



February 12, 2015



State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As CEO of Code School, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Code School and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

A handwritten signature in black ink that reads "Gregg Pollack". The signature is stylized with a large, flowing "G" and a cursive "Pollack".

Gregg Pollack  
CEO & Founder

Code School LLC  
618 E. South St. #620  
Orlando, FL 32801





## Conrad Santiago & Associates

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As the Managing Principal of Conrad Santiago & Associates whose office is located in the downtown Orlando area and the founding Chair of the Hispanic Chamber of Commerce of Metro Orlando, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

**Conrad Santiago, CFP®,  
MSFS**

Private Wealth Advisor

**Conrad Santiago  
& Associates**

A private wealth advisory  
practice of Ameriprise  
Financial Services, Inc.

719 Peachtree Rd., Ste. 100

Orlando, FL 32804-6821

Tel: 407.206.7477

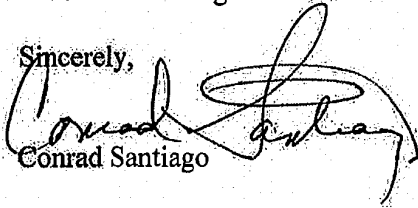
Fax: 407.206.7493

conrad.x.santiago@ampf.com

www.conradsantiago.com

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in black ink, appearing to read 'Conrad Santiago', with a large, stylized flourish at the end.

Conrad Santiago



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As Co-Founder and partner of Cross, Fernandez & Riley, LLP, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

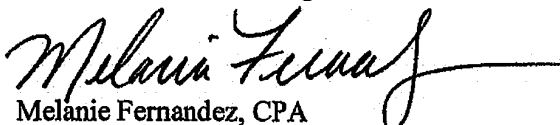
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I look forward to working with Downtown UCF students to our mutual advantage.



Melanie Fernandez, CPA  
Cross, Fernandez & Riley, LLP



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As President of Crossman & Company, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

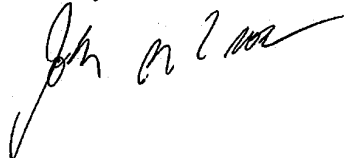
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In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,



President, Crossman & Company

[jcrossman@crossmanco.com](mailto:jcrossman@crossmanco.com)

CROSSMAN & COMPANY / 3333 S. ORANGE AVENUE, SUITE 201, ORLANDO, FLORIDA 32806  
407.423.5400 MAIN / [www.crossmanco.com](http://www.crossmanco.com) / 407.423.4090 FAX  
LICENSED REAL ESTATE BROKER



RICHARD  
**CROTTY**  
CONSULTING GROUP

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Dick,

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As former Mayor of Orange County, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

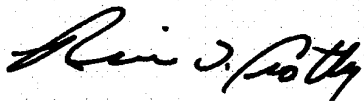
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Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,



Richard T. Crotty  
Mayor, Orange County, 2001-2011



407-581-6240 | [rcrotty@rccgfl.com](mailto:rcrotty@rccgfl.com) | [www.rccgfl.com](http://www.rccgfl.com)

mailing address: P.O. Box 590072 Orlando, Florida 32859 | office address: 3333 South Orange Avenue Orlando, Florida 32806



C.T. HSU + ASSOCIATES, P.A.  
ARCHITECTURE ■ PLANNING ■ INTERIOR DESIGN

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

**RE: UCF Downtown Campus Letter of Support**

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As President of C.T. Hsu + Associates, P.A., I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

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Sincerely,

C.T. Hsu, FAIA  
President



THOUGH IT WAS

100 YEARS AGO, THE UNIVERSITY OF FLORIDA WAS THE FIRST OF ITS KIND IN THE SOUTH. IT WAS THE FIRST OF ITS KIND IN THE SOUTH.



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January 29, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Cushman & Wakefield of Florida, Inc. enthusiastically supports the campus proposed by the University of Central Florida (UCF) in downtown Orlando.

We believe that UCF students studying in the urban center of our region will add to the creativity and vitality of the downtown area, provide valuable engagement with local businesses and be of great benefit to our organization and to our community.

At the same time, I know that Cushman & Wakefield will provide these students with both professional and personal development opportunities that will advance their academic success and personal growth, in the present and in the future. The population of UCF students attending the downtown campus will create a bridge of common interest and purpose for residents and commerce alike.

Cushman & Wakefield looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our unqualified support. We respectfully urge your favorable support for the project plan of a UCF Downtown Campus in the Creative Village.

Sincerely,

Anne Spencer  
Director— Orlando, Florida  
Office Brokerage Services  
Cushman & Wakefield of Florida Inc.



**CUSHMAN &  
WAKEFIELD®**

**Cushman & Wakefield of  
Florida, Inc.**

Licensed Real Estate Brokers  
800 N. Magnolia Avenue  
Suite 450  
Orlando, FL 32803-3260  
(407) 841-8000 Tel  
(407) 425 6455 Fax  
[www.cushwake.com](http://www.cushwake.com)

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As Florida Operations Director of Cushman and Wakefield, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Cushman and Wakefield and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Wanda Riley, SPHR  
Florida Operations Director



February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As CEO of Cybis Communications, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Cybis and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Jeff Douglass, CEO  
Cybis Communications  
888-844-6529 ext. 777  
[Jeff@ThinkCybis.com](mailto:Jeff@ThinkCybis.com)



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As Executive Director of Downtown Development Board, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

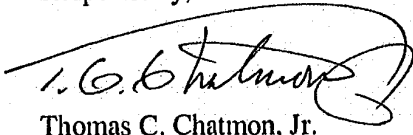
Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge, based upon an authentic and viable urban environment.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's city centers. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Respectfully,



Thomas C. Chatmon, Jr.

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

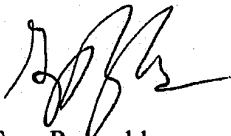
Dear Friend of Florida Education:

As Chairman of the Downtown Orlando Condominium Alliance, I write to give my strong endorsement to the proposed UCF Downtown campus.

Orlando has a vibrant downtown with a lot of energy. Students attending Valencia College and UCF Downtown would have a great place to Study, Live and Play. Condominium Associations located in Downtown Orlando would welcome students and employees of the schools as most will most likely want to live near where they study or work.

I give my whole-hearted endorsement to UCF Downtown. It will be a game-changer.

Sincerely,

A handwritten signature in black ink, appearing to read 'Greg Reynolds', with a stylized flourish at the end.

Greg Reynolds  
Chairman, Downtown Orlando Condo Alliance



February 10, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

On behalf of the Downtown Orlando Partnership (DOP) organization, I am writing to express our support for the University of Central Florida's Downtown Campus proposal. Our membership base represents more than 200 downtown Orlando companies and it is our belief that this initiative will greatly benefit the student population as well as our local industry and greater Downtown Orlando community.

For the students, downtown is a rich location for their career development. Opportunities for internships, practicums, service learning, independent study, and undergraduate research is vast. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

The resulting connectivity between employers and emerging talent will also positively impact our local businesses. The programs offered by the proposed Downtown UCF campus will help grow the regions talent pool and enable students to join Downtown's highly skilled work force with ease.

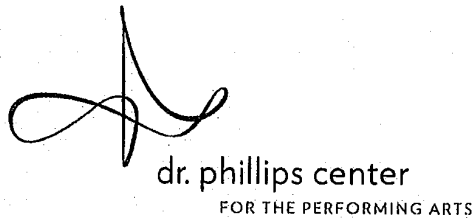
Additionally, the project the university proposes will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. UCF students will have access to a rich diversity of people, social conditions, and urban experiences that help to foster an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

As a Downtown Orlando advocate, I fully support this initiative and endorse UCF's continued growth into the downtown community.

Sincerely,

Scott Pamplin  
Avison Young  
DOP President (2015)





155 e. anderson street  
orlando, florida 32801  
p 407 839 0119  
f 407 839 0116

February 4, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

The Dr. Phillips Center for the Performing Arts enthusiastically supports the campus proposed by UCF in downtown Orlando. The project the university proposes to establish will address the community, industry, commercial and educational challenges facing Orlando's downtown development core.

UCF Downtown will be an economic driver for the region, giving UCF students better access to education, internships, and jobs in a convenient downtown location. It will also transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

Additionally, UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media and the arts located in the downtown area would profit from living, studying, interning and working downtown as well. In a similar project, Arizona State University found that students prospered when programs such as nursing, journalism and radio-television were re-located to their very successful downtown campus -- their downtown area was revitalized, as well.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress, please support and promote Downtown UCF.

Sincerely,



Katherine Ramsberger  
CEO & President



February 6, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

This letter is written with my intent to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. Dr. Phillips Charities motto is "Helping others help themselves". Going back as far as 1968, Dr. Phillips Charities has shown support to UCF. Our organization believes bringing this opportunity to an urban location site fosters our motto by providing opportunities leading to careers for students studying at the Downtown UCF campus.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

Dr. Phillips Charities is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to Central Florida.

Sincerely,

DR PHILLIPS CHARITIES

A handwritten signature in black ink, appearing to read "Ken Robinson". The signature is written in a fluid, cursive style.

Kenneth D. Robinson  
President

7400 Dr. Phillips Blvd. • Orlando, FL 32819-5146  
P.O. Box 692709 • Orlando, FL 32869-2709  
Tel 407/422-6105 • Fax 407/422-4952 • [www.drphillips.org](http://www.drphillips.org)

*"Enriching the Community With the Fruits of our Labor"*



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

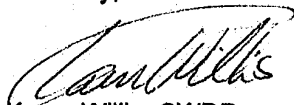
As CEO of the Early Learning Coalition of Orange County, I offer my strongest endorsement for UCF Downtown. I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando left stagnant when the Amway Arena was demolished in 2012. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well. In a similar project, Arizona State University found that students prospered when certain of their programs such as nursing, journalism, and radio-television were re-located to their very successful downtown campus. Furthermore, the downtown area was revitalized as well.

The Parramore community, which is contiguous to the UCF Downtown campus site, will also profit from the project because UCF has always been *in* the community as well as *of* the community. UCF and Valencia will be vital forces for improving the lives and livelihoods of the residents who live nearby. Both have a long history of working with the Orange County Public Schools, but, most recently, have committed to working with the new K-8 school for which ground was broken in the Parramore area to develop innovative educational opportunities for students who attend the school. There will be a close relationship between UCF Downtown and the Parramore school.

UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, Orange County Public Schools and other community partners, will bring its dreams for UCF Downtown to fruition if given the opportunity. UCF Downtown certainly has my endorsement.

Sincerely,



Karen Willis, CWDP  
Chief Executive Officer



February 10, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

I am a recent Florida resident, just making the move to the area in October of 2014 from North Carolina. It is with excitement that we have made the move, both personally and professionally. The energy and excitement that the state and this particular area are experiencing is terrific.

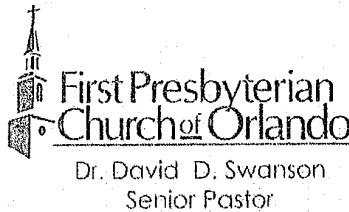
The University of Central Florida has been a fantastic partner for the community and state, and we are excited about their plans for a downtown campus in Orlando. Having the students, faculty and resources in our downtown area is welcomed! I am pleased to offer my support of this exciting proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chip Smallwood'.

Thomas L. "Chip" Smallwood, III  
Market President  
Fifth Third Bank Central Florida





February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

As Senior Pastor of First Presbyterian Church of Orlando, I offer my strongest endorsement for UCF Downtown.

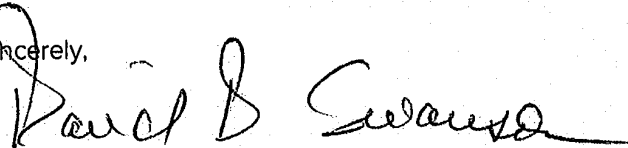
I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando left stagnant when the Amway Arena was demolished in 2012. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well. In a similar project, Arizona State University found that students prospered when certain of their programs such as nursing, journalism, and radio-television were re-located to their very successful downtown campus. Furthermore, the downtown area was revitalized, as well.

The Parramore community contiguous to the UCF Downtown campus site will also profit from the project because UCF has always been *in* the community as well as *of* the community. UCF and Valencia will be vital forces for improving the lives and livelihoods of the residents who live nearby. Both have a long history of working with the Orange County Public Schools, but, most recently, have committed to working with the new K-8 school for which ground was broken in the Parramore area to develop innovative educational opportunities for students who attend the school. There will be a close relationship between UCF Downtown and the Parramore school.

UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity. UCF Downtown certainly has my endorsement.

Sincerely,



David D. Swanson





February 6, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As CEO of Florida Citrus Sports, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Hogan".

Steve Hogan  
Florida Citrus Sports

# THE FLORIDA HIGH TECH CORRIDOR

January 29, 2015

Dr. John C. Hitt  
President  
University of Central Florida  
Millican Hall  
Suite 308  
4000 Central Florida Blvd.  
Orlando, FL 32816-0002

President Hitt,

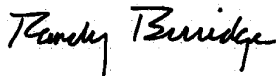
Your visionary leadership of the University of Central Florida for more than 20 years has helped dramatically change the landscape of greater Orlando, Central Florida and, indeed, the entire 23-county region now known as the Florida High Tech Corridor. Now, with the opportunity to locate a campus of UCF in the heart of downtown Orlando, the entire region will once again undergo a transformation that will have a major impact for years to come. On behalf of your two university partners, the University of South Florida and the University of Florida, as well as the numerous economic development, workforce and industry partners across the 23-county Corridor, I am proud to pledge the support of The Corridor to UCF's downtown campus.

Already, the university has established a presence in downtown Orlando that has enhanced the opportunities for students to gain professional experience and for local companies to benefit from readily available talent and access to graduates—especially in the high tech field. The university's graduate video gaming program, the Florida Interactive Entertainment Academy, has seen incredible success since it was launched. The Corridor was proud to have invested in that effort from the outset, and it stands as testament to what other academic programs could achieve by a downtown location.

More recently, the downtown Orlando business landscape has evolved to welcome entrepreneurial-minded and technology-focused businesses, as evidenced by the success of the Orlando Tech Association, which is supported by The Corridor. Integrating a UCF campus with more than 10,000 students into downtown Orlando would provide greater opportunities for graduates to converge with these tech-focused professionals through internships, enriching our workforce development efforts.

On behalf of the other two Corridor universities and partners in workforce, industry and economic development, I am honored to support the establishment of UCF's downtown Orlando campus.

Best regards,



Randy Berridge  
President

A regional economic development initiative of:





*Copy  
Mike Griffin*

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Florida Hospital enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region will accelerate the endeavor to diversify our economy by strengthening the life sciences sector. We have invested heavily in academic medicine and translational research in nearby Health Village and a UCF downtown campus will be of great benefit to our organization and to our community.

We see a downtown UCF campus providing students with vital proximity to the business, economic, research, and direct healthcare activities of Florida Hospital. In particular, students such as those in the colleges of engineering and computer science, health and public affairs, education and human performance will have an experience in this environment that is certain to enrich their education and give them a running start in the working world.

Florida Hospital looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our enthusiastic support.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lars Hoxmann", is written over a horizontal line.

Lars Hoxmann, FACHE  
President and CEO  
Florida Hospital and Florida Division – Adventist Health System

LH:sb



**FRY | HAMMOND | BARR**

February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

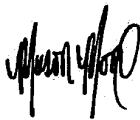
As Vice President, Client Services of Fry Hammond Barr, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Fry Hammond Barr and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Best regards,



Vice President, Client Services  
Fry Hammond Barr

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399



Dear :

As CEO of Fuelzee Inc, I write to give my strong endorsement to the proposed UCF Downtown campus.

UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

In an alliance with Valencia College, UCF Downtown will reinvigorate and redefine the future of a downtown area once occupied by the Orlando Magic's Amway Arena before its destruction in 2012. Built on this site, the downtown campus will accommodate 10,000 students, plus supporting faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Downtown Orlando is an opportune location for UCF's programs that reflect the growing technology-oriented companies and talent cluster in the downtown area and for those programs with a strong outward focus into the community and a record of establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. UCF is also designing a national-model program to allow young men and women with intellectual disabilities to participate fully in college life at the downtown campus.

Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At the recent groundbreaking of a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood. As Regina Hill, an Orlando city commissioner, said recently about UCF Downtown, "We're not just talking about transforming a city. We're talking about transforming lives."

You can see why I give my whole-hearted endorsement to UCF Downtown. It will be a game-changer.

Sincerely,

**GRAY | ROBINSON**  
ATTORNEYS AT LAW

407-843-8880

CHARLIE.GRAY@GRAY-ROBINSON.COM

February 3, 2015

Mori Hosseini, Chairman and  
Members of the Board of Governors  
State University System of Florida  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Chairman Hosseini and Members of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As Chairman of the Board of Directors of GrayRobinson, P.A., I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

301 EAST PINE STREET  
SUITE 1400  
POST OFFICE BOX 3068 (32802-3068)  
ORLANDO, FLORIDA 32801  
TEL 407-843-8880  
FAX 407-244-5690

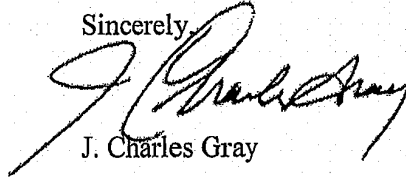
BOCA RATON  
FORT LAUDERDALE  
GAINESVILLE  
JACKSONVILLE  
KEY WEST  
LAKELAND  
MELBOURNE  
MIAMI  
NAPLES  
ORLANDO  
TALLAHASSEE  
TAMPA

GRAYROBINSON  
PROFESSIONAL ASSOCIATION

State University System of Florida  
February 3, 2015  
Page 2

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Charles Gray". The signature is fluid and cursive, with the first letter of each word being capitalized and prominent.

J. Charles Gray

JCG/mm



GIVE. ADVOCATE. VOLUNTEER. LIVE UNITED



Heart of Florida United Way

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

As President and CEO of Heart of Florida United Way, I offer my strongest endorsement for UCF Downtown.

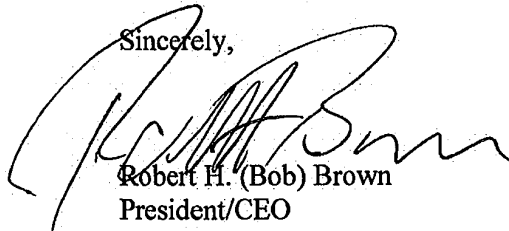
I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando left stagnant when the Amway Arena was demolished in 2012. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well. In a similar project, Arizona State University found that students prospered when certain of their programs such as nursing, journalism, and radio-television were re-located to their very successful downtown campus. Furthermore, the downtown area was revitalized, as well.

The Parramore community contiguous to the UCF Downtown campus site will also profit from the project because UCF has always been *in* the community as well as *of* the community. UCF and Valencia will be vital forces for improving the lives and livelihoods of the residents who live nearby. Both have a long history of working with the Orange County Public Schools, but, most recently, have committed to working with the new K-8 school for which ground was broken in the Parramore area to develop innovative educational opportunities for students who attend the school. There will be a close relationship between UCF Downtown and the Parramore school.

UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity. UCF Downtown certainly has my endorsement.

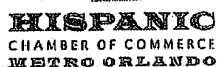
Sincerely,



Robert H. (Bob) Brown  
President/CEO

Dr. Nelson Ying Center

1940 Traylor Boulevard • Orlando, FL 32804-4714 • 407-835-0900 • Fax 407-835-1959  
[www.hfuw.org](http://www.hfuw.org)



February 2, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

We are writing on behalf of the Hispanic Chamber of Commerce of Metro Orlando to express support of the University Of Central Florida's Downtown Campus proposal. We firmly believe the project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

The Hispanic Chamber of Commerce of Metro Orlando (HCCMO) is the largest business-related organization representing the Hispanic community in Central Florida and has been the leading Hispanic business voice for over 20 years. Our mission is to provide leadership and support economic development of the business community. With over 1,700 members, we celebrate diversity and strive on uniting the Hispanic community and the community at large through our common goals and value.

Our support of the UCF Downtown is grounded in the fact that this project will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

UCF Downtown will reinvigorate and redefine the future of a downtown area once occupied by the Orlando Magic's Amway Arena. Built on this site, the downtown campus will accommodate 10,000 students, plus supporting faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state and its impact on the economy.

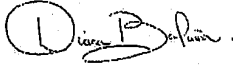
*"Our mission is to provide leadership and support the economic development of the Hispanic business community of Metro Orlando"*

Orlando Fashion Square Mall • 3201 E. Colonial Dr, Suite A20 • Orlando, FL 32803  
P: 407.428.5870 • F: 407.428.5871 • www.hispanicchamber.net

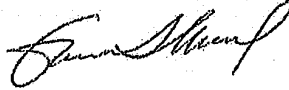
In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,



Diana Bolivar  
President



Giorgina Pinedo- Rolón, PhD.  
Chair

*"Our mission is to provide leadership and support the economic development  
of the Hispanic business community of Metro Orlando"*

Orlando Fashion Square Mall • 3201 E. Colonial Dr, Suite A20 • Orlando, FL 32803  
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February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

To Whom it May Concern :

As president of Hoke Design, Inc., I offer my strongest endorsement for UCF Downtown.

I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando left stagnant when the Amway Arena was demolished in 2012. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well. In a similar project, Arizona State University found that students prospered when certain of their programs such as nursing, journalism, and radio-television were re-located to their very successful downtown campus. Furthermore, the downtown area was revitalized, as well.

The Parramore community contiguous to the UCF Downtown campus site will also profit from the project because UCF has always been *in* the community as well as *of* the community. UCF and Valencia will be vital forces for improving the lives and livelihoods of the residents who live nearby. Both have a long history of working with the Orange County Public Schools, but, most recently, have committed to working with the new K-8 school for which ground was broken in the Parramore area to develop innovative educational opportunities for students who attend the school. There will be a close relationship between UCF Downtown and the Parramore school.

UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity. UCF Downtown certainly has my endorsement.

Sincerely,

A handwritten signature in cursive script that reads 'Ginger C. Hoke'.

Ginger Hoke, President  
Hoke Design, Inc.





February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As President of HuntonBrady Architects, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in black ink that reads "Charles W. Cole, Jr." The signature is written in a cursive, flowing style.

Charles W. Cole, Jr., FAIA, FACHA  
President



September 10, 2014

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Members of the Board of Governors:

As the Area Vice President and General Manager of the Hyatt Regency Grand Cypress, I am pleased to offer my support to the UCF Proposed Downtown Campus.

At Hyatt, we believe that caring for our environment and our communities is a responsibility that we all share. We embrace this responsibility while empowering our associates to be catalysts for change. We count on the University of Central Florida to provide the knowledgeable, talented workforce that our company needs to compete and win in an evolving global economy. The proposed expansion in the heart of Orlando will enable UCF to do even more to benefit Hyatt Hotels & Resorts along with the entire Hospitality industry in advancing the prosperity of our region. To do this, UCF must continue to expand and evolve along with the growing area it supports.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future for students of all ages. Downtown UCF is that opportunity in Central Florida.

I ask you to strongly consider this important endeavor in your continuing efforts to improve lives for students of all ages through higher education in our great state.

Sincerely,

A handwritten signature in dark ink, appearing to read "Pat Engfer", with a long horizontal flourish extending to the right.

Patricia J. Engfer  
Area V.P. & General Manager  
Hyatt Regency Grand Cypress  
One Grand Cypress Blvd.  
Orlando, FL 32836  
407-239-3990  
pat.engfer@hyatt.com

HYATT REGENCY  
GRAND CYPRESS

One Grand Cypress Boulevard  
Orlando, FL 32836  
USA

T 407 239 1234  
F 407 239 3800  
grandcypress.hyatt.com



February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As Chief Operating Officer of IDEAS, I count on the University of Central Florida to provide the talented creative, film, TV and digital media workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit [company name] and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

A handwritten signature in black ink, appearing to read "John Lux".

John Lux  
Chief Operating Officer, IDEAS  
jlux@ideasorlando.com  
[www.ideasorlando.com](http://www.ideasorlando.com)



1605 Alden Road  
Orlando, Florida 32803  
407.203.2826  
ivanhoevillage.org

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mindl.rackliff@ivanhoevillage.org

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Angela Gutierrez  
*Junior League of Greater Orlando*

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As Executive Director of Ivanhoe Village Main Street I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Best wishes,

Mindi Rackliff  
Executive Director, IVMS

*Ivanhoe Village, Inc. is a 501.c.3 non-profit organization.*

*A COPY OF THE OFFICIAL REGISTRATION AND FINANCIAL INFORMATION MAY BE OBTAINED FROM THE DIVISION OF CONSUMER SERVICES BY CALLING TOLL-FREE 800-435-7352 WITHIN THE STATE. REGISTRATION DOES NOT IMPLY ENDORSEMENT, APPROVAL OR RECOMMENDATION BY THE STATE.*





1605 Alden Road  
Orlando, Florida 32803  
407.203.2826  
ivanhoevillage.org

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**EXECUTIVE DIRECTOR**

Mindi Rackliff  
mindl.rackliff@ivanhoevillage.org

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Paul Turner

**LIAISONS**

Fabian DeLaEsprella  
*City of Orlando*  
Angela Gutierrez  
*Junior League of Greater Orlando*

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As a board member of Ivanhoe Village and a local resident, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

Paul J. Turner



February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

The Ivy - Residences at Health Village enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region will provide The Ivy - Residences at Health Village with valuable new residents for our apartments, and will be of great benefit to the surrounding neighborhood and to our community.

At the same time, we believe The Ivy - Residences at Health Village will provide these students with a great urban apartment option located a short distance from the proposed new campus, and the amenities we offer will advance their academic success and personal growth.

The Ivy - Residences at Health Village looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our unqualified support.

Sincerely,

Cassie Olson

Residential Property Manager

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Friend of Florida Education:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

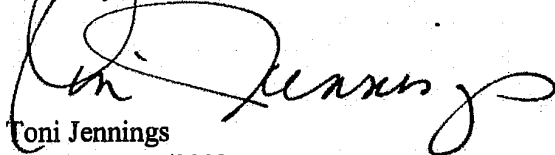
In an alliance with Valencia College, UCF Downtown will reinvigorate and redefine the future of a downtown area once occupied by the Orlando Magic's Amway Arena before its destruction in 2012. Built on this site, the downtown campus will accommodate 10,000 students, plus supporting faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Downtown Orlando is an opportune location for UCF's programs that reflect the growing technology-oriented companies and talent cluster in the downtown area and for those programs with a strong outward focus into the community and a record of establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. UCF is also designing a national-model program to allow young men and women with intellectual disabilities to participate fully in college life at the downtown campus.

Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At the recent groundbreaking of a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood. As Regina Hill, an Orlando city commissioner, said recently about UCF Downtown, "We're not just talking about transforming a city. We're talking about transforming lives."

You can see why I give my whole-hearted endorsement to UCF Downtown. It will be a game-changer.

Sincerely,



Toni Jennings  
Lt. Governor (2003 - 2007)  
Senate President (1996 - 2000)



250 E. Orange Avenue, Suite 700P  
Orlando, FL 32801

February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As Market Director-Florida of Jones Lang LaSalle I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

A handwritten signature in cursive script that reads "Doug Irmscher".

Doug Irmscher  
Market Director, Florida  
JLL



# KAPTIV

M A R K E T I N G

February 3, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

Our company is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to Central Florida.

Sincerely,



Laura Kern, APR  
laura@kaptivmarketing.com

## Rick Schell

---

**From:** Bill Peppler <bpeppler@kavaliro.com>  
**Sent:** Wednesday, January 28, 2015 9:37 AM  
**To:** Rick Schell

January 26, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. Kavaliro has a presence in downtown Orlando and needs a skilled workforce to help us grow our team so that in turn we can create more jobs for the community.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

Kavaliro is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us to the University of Central Florida, and to Central Florida.

Sincerely,

Class of 1996 UCF



**Website:** [www.kavaliro.com](http://www.kavaliro.com)  
**Email:** [bpeppler@kavaliro.com](mailto:bpeppler@kavaliro.com)  
**LinkedIn:** [www.linkedin.com/in/billpeppler](http://www.linkedin.com/in/billpeppler)  
**Twitter:** [http://twitter.com/Bill\\_Peppler](http://twitter.com/Bill_Peppler)  
**Phone:** 407.243.6006  
**Mobile:** 321.626.4210  
**Fax:** 407.243.6009  
**Address:** 12001 Research Parkway Suite 344  
Orlando, FL 32826

**Bill Peppler**  
Managing Partner  
Kavaliro  
*Fueling Success*

**Inc.500**

*Ranked 438 amongst the nation's fastest growing companies.*

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399



RICHARD J. WALSH  
CHAIRMAN/CEO

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As CEO of the KnobHill Companies, and former Chairman of the UCF Board of Trustees, I have been affiliated with our university for over 40 years and have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds, including mine. As a graduate from UCF and longtime business owner, I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, less crime in our community and more opportunities for so many.

I have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, hospitality, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for Central Florida.

This is a seminal moment in UCF and Central Florida's history and it is very important we all support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Please give your very best consideration to helping support this critical investment in our region and state.

Richard Walsh  
CEO The KnobHill Companies

1030 NORTH ORANGE AVENUE • SUITE 200 • ORLANDO • FLORIDA 32801

Telephone: 407-849-7119 Email: Rwalsh@knobhillgroup.com

February 10, 2015



State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

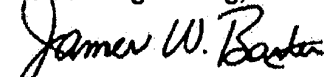
As Senior Vice President of Leidos Engineering, LLC, I am writing to give my endorsement to the proposed UCF Downtown campus. As one of the largest energy consulting firms located in downtown Orlando, I am interested in ensuring the diversity of the local talent pool and reinforcing the strength of our local community.

UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location. It will also transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

Downtown Orlando is an opportune location for UCF's programs that help meet the needs of growing technology-oriented companies, like Leidos, and talent cluster in the downtown area. We will especially benefit from these programs with a record of establishing effective internships. In turn, these programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in our downtown area.

Sincerely,

Leidos Engineering, LLC

  
James W. Baxter  
Senior Vice President





February 9, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

Based on my personal experience working for one of the largest Modeling, Simulation and Training companies in Orlando, I can assure you that the work performed in our industry requires a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the needs of our urban economy.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

Additionally, the potential benefit to the community surrounding the proposed site cannot be overstated. As a long-time resident of the area, I am excited about the economic and cultural opportunities the downtown campus will bring to neighborhood residents as well as the students who are fortunate enough to attend Downtown UCF.

Leidos is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to Central Florida.

Sincerely,

A handwritten signature in black ink that reads "Kevin M. Dietrick". The signature is written in a cursive, flowing style.

Kevin M. Dietrick  
Vice President  
Division Manager – Modeling, Simulation and Training

February 06, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

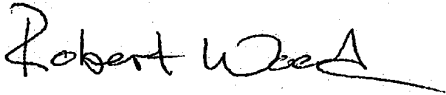
Orlando Food Service Partners enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region could provide business with valuable staffing opportunities and be of great benefit to our organization and to our community.

At the same time, we believe that Orlando Food Service Partnership could provide these students with life skills, food service jobs along with training and mentorship that will advance their academic success and personal growth.

Orlando Food Service Partnership looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our enthusiastic support.

Sincerely,



Robert E Wood  
Vice President  
Levy Restaurants



*Levy Restaurants*

**Michael Sarpu**  
Vice President, MST Operations  
Lockheed Martin Mission Systems and Training  
100 Global Innovation Circle  
Orlando, FL 32825



February 12, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support for the University Of Central Florida's Downtown Campus proposal.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge. UCF will be a force for improving the lives and livelihoods of the residents who live nearby.

UCF's proposal will provide programs in the engineering, visual arts and digital media fields and attract a diverse set of candidates that will help fill our workforce needs. Through our partnership with UCF, we have been able to build a strong talent pipeline. Since 2009, Lockheed Martin has hired more than 790 graduates from UCF. To date, our base of UCF alumni nearly totals 2,400 employees. Over the past five years alone, Lockheed Martin has donated more than \$500,000 to the University of Central Florida as part of our commitment to STEM education and development of future talent.

Our company is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, the University of Central Florida and the community.

Sincerely,

A handwritten signature in black ink, appearing to read "MS" followed by a stylized flourish.

**Mike Sarpu**  
Vice President, Operations  
Lockheed Martin Mission Systems and Training



February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

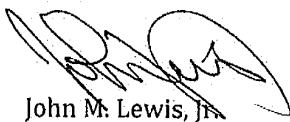
As the Chief Executive Officer of LYNX, I count on the University of Central Florida to provide the talented workforce and ridership that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit LYNX and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, LYNX and many other companies that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us. In terms of ridership, LYNX stands to gain momentum with the presence of UCF in downtown Orlando. Our company helps meet a critical need in the area, and heightened demand for service will positively impact our community in a myriad of ways.

Similar to what we've discovered when it comes to public transportation, improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Thank you,



John M. Lewis, Jr.  
Chief Executive Officer

407-841-2279  
[www.golynx.com](http://www.golynx.com)

455 North Garland Avenue  
Orlando, FL 32801-1518





# MAD COW THEATRE COMPANY

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Mad Cow Theatre, downtown Orlando's only professional theatre company, enthusiastically supports the campus propose by UCF in downtown Orlando.

We believe that UCF students studying in our neighborhood, the urban center of our region will provide even more diversity and creativity. The vibrancy of learning will help invigorate our fantastic city.

Mad Cow Theatre will supply internships and job to many of these students, advancing their success and growth.

Mad Cow Theatre looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando.

Sincerely,

*Mitzi Maxwell*

Mitzi Maxwell, Executive Director  
Mad Cow Theatre

---

Phone 407.297.8788 Fax 407.206.0481  
Email moo@madcowtheatre.com  
Mail P.O. Box 3109 Orlando, FL 32802  
Theatre 105 South Magnolia Avenue Orlando, FL 32801



**MARTINEZ  
MANGLARDI**  
*Attorneys*

**MICHAEL MANGLARDI**  
**ATTORNEY AT LAW**

540 N. SEMORAN BLVD., ORLANDO, FL 32807  
MARTINEZMANGLARDI.COM  
(407) 381-4123

February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Governors:

As founder and managing partner of Martinez Manglardi, Attorneys at Law, I write to offer my endorsement and enthusiastic support for the proposed UCF Downtown campus. I believe UCF Downtown will be an economic driver for the entire region. It will provide UCF students with better access to education, internships, and jobs in a convenient downtown location. It will also transform the lives of the families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

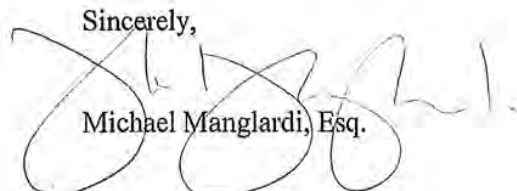
In partnership with Valencia College, UCF Downtown will reinvigorate and redefine the future of a now blighted downtown area once occupied by the Orlando Magic's Amway Arena. Built on this site, the downtown campus will accommodate 10,000 students, plus supporting faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Downtown Orlando is an opportune location for UCF's programs that reflect the growing technology-oriented companies and talent cluster in the downtown area. Additionally the location is perfect for those programs with a strong outward focus into the community and a record of establishing effective internships. These programs would greatly benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. UCF is also designing a national-model program to allow young men and women with intellectual disabilities to participate fully in college life at the downtown campus.

UCF is already working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At a recent groundbreaking of a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood. Orlando City Commissioner, Regina Hill, recently commented about UCF Downtown, "We're not just talking about transforming a city. We're talking about transforming lives."

These are just some of the reasons why I give my whole-hearted endorsement to UCF Downtown. I truly believe it will be a game-changer to Central Florida and beyond.

Sincerely,



Michael Manglardi, Esq.

MM/sb



**Mazor Robotics Inc.**  
189 S. Orange Ave.  
Suite 1850  
Orlando, FL 32801  
Tel: 1 800 80 - MAZOR  
USA@MazorRobotics.com

**Mazor Robotics Ltd.**  
PO Box 3104, 7 HaEshel St.  
Caesarea Park South 38900, Israel  
Tel: +972 4 618-7100  
Fax: +972 4 618-7111  
info@mazorrobotics.com

**Mazor Robotics GmbH**  
Borkstraße 10  
48163 Münster, Germany  
Tel: +49 251 703 666 0  
Fax: +49 251 703 666 52  
Germany@MazorRobotics.com

February 12, 2015  
State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As CEO of Mazor Robotics Inc., I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

A handwritten signature in cursive script that reads 'Christopher Prentice'.

Christopher Prentice  
CEO, Mazor Robotics Inc.

January 26, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

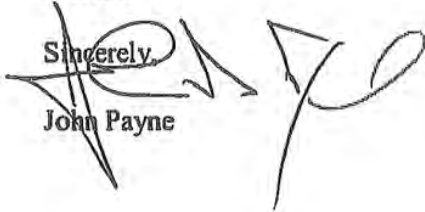
I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

Our company, Monster Media, is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to Central Florida.

Sincerely,

John Payne



monsterMEDIA

555 South Lake Destiny Drive  
Orlando FL 32810

407 478 8163 407 478 8174

monstermedia.com





SOLID FINANCIAL STRATEGIES

MORENO, PEELEN, PINTO & CLARK

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As an owner of Moreno, Peelen, Pinto, & Clark, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit [company name] and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Rob Clark, CFP®



## National Center For Simulation

P.O. Box 781342  
Orlando, FL 32878-1342  
Voice: 407/384-6111  
Fax: 407/384-0043  
email: NCS@simulationinformation.com  
Website: www.simulationinformation.com

Board of Governors of the State University  
System of Florida  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

February 10, 2015

Subject: Letter of Support for the Proposed UCF Downtown Campus

To whom it may concern,

My purpose today is to write to the Board of Governors to express my strong support for the proposed UCF campus at the Creative Village site in downtown Orlando. UCF has grown to become the second-largest university in the country and has had an immeasurable impact on Central Florida and the state. By supporting the vision of President John Hitt and the university leadership, expanding to the downtown campus could eventually support 13,000 students on a 15 to 20-acre campus in the heart of the city's urban core.

This ambitious plan brings together the city of Orlando, Valencia College and Orange County Public Schools as partners to advance educational priorities and create opportunities for the economic development of our region. UCF already has a significant presence downtown, including the Florida Interactive Entertainment Academy and the Center for Digital and Emerging Media. The downtown campus will create opportunities for our university to choose academic programs that will profit from the urban environment of downtown—programs such as internships, clerkships, independent studies, special projects, clinical experiences, along with access to legal, criminal justice, business, local government and non-profit professionals and expertise.

This project will also contribute to a vibrant and dynamic downtown Orlando and improve the educational experience of countless future UCF students. It has the potential to advance the cultural, social and educational environment

of our urban core and will significantly improve the economic vitality of Orlando's central business district.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom L. Baptiste", with a long horizontal flourish extending to the right.

Thomas L. Baptiste, Lt Gen, USAF (Ret)  
President and CEO



OLD FLORIDA

315 E ROBINSON ST, STE 100 | ORLANDO, FL 32801 | P: 407.650.9800 | OLDFLORIDA.COM

January 26, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. Old Florida Bank is committed to the community and prides itself on investing locally. A Downtown UCF campus is an opportunity for us to support the University in new ways that will be of value to students, employers and our bank.

Orlando's downtown area is in need of a highly skilled work force. Not only does UCF's proposal provide skilled workers that Old Florida Bank will benefit from, students from programs in health, communications, and digital media fields will fill the workforce needs of our urban economy.

Old Florida Bank is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to Central Florida.

Sincerely,

John Burden  
President & CEO  
Old Florida Bank





Tiffany Moore Russell  
Clerk of the Circuit and County Courts  
Orange County • Florida

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Board of Governors,

As Clerk of the Circuit and County Courts of Orange County, I write to give my strong endorsement to the proposed UCF Downtown campus.

UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

In an alliance with Valencia College, UCF Downtown will reinvigorate and redefine the future of a downtown area once occupied by the Orlando Magic's Amway Arena before its destruction in 2012. Built on this site, the downtown campus will accommodate 10,000 students, plus supporting faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Downtown Orlando is an opportune location for UCF's programs that reflect the growing technology-oriented companies and talent cluster in the downtown area and for those programs with a strong outward focus into the community and a record of establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. UCF is also designing a national-model program to allow young men and women with intellectual disabilities to participate fully in college life at the downtown campus.

Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At the recent groundbreaking of a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood. As Regina Hill, an Orlando city commissioner, said recently about UCF Downtown, "We're not just talking about transforming a city. We're talking about transforming lives."

You can see why I give my whole-hearted endorsement to UCF Downtown. It will be a game-changer.

Sincerely,

A handwritten signature in black ink, reading "Tiffany Moore Russell".

Orange County Clerk of Court

**myorangeclerk.com**

425 North Orange Avenue • Orlando, Florida 32801 • 407-836-2000



ORANGE COUNTY MAYOR

**TERESA JACOBS**

P.O. Box 1393, 201 SOUTH ROSALIND AVENUE, ORLANDO, FL 32802-1393  
PHONE: 407-836-7370 • FAX: 407-836-7360 • Mayor@ocfl.net

February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

On behalf of Orange County Government, and our 1.2 million residents and 59 million annual visitors, I am proud to express my support for the University of Central Florida's (UCF) proposed downtown Orlando campus, to be used jointly by Valencia College.

Expanding UCF's presence to include a bustling urban-center campus makes great sense. The direct economic impact would be of great benefit, as scholars and students move to downtown Orlando, bringing a distinctive and lively collegiate presence to Orlando's businesses, including downtown's housing, dining and shopping offerings. Cumulatively, the economic impact for Phase 1 is more than \$57M.

Equally important is the creative collaboration and discovery that will result from a downtown campus. By expanding UCF's renowned digital media, interactive entertainment and communication capabilities to downtown Orlando, we will be setting the stage for seamless collaboration between these disciplines and our trend-setting, fast-growing downtown high-tech cluster. The benefits of co-locating UCF and Valencia with this high-tech economic engine will be felt for generations to come, as collaboration propels discovery.

Downtown Orlando has been transformed by the recent grand openings of SunRail, the Dr. Phillips Center for the Performing Arts, the Orlando Citrus Bowl, and the under-construction Orlando Lions Major League Soccer stadium. The addition of a downtown campus for the second largest university in the United States will solidify Orlando's reputation as a world-class city.

Orange County looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando, and is proud to pledge our support for the establishment of this new urban center of learning.

I urge your favorable consideration of including this proposal on the list of priority projects approved by the Board of Governors.

Sincerely,

Teresa Jacobs

# The School Board of ORANGE COUNTY, FLORIDA

P.O. Box 271, Orlando, Florida 32802 • (407) 317-3236



February 5, 2015

CHAIRMAN  
Bill Sublette

VICE CHAIRMAN  
Kathleen "Kat" Gordon (5)

MEMBERS  
Jole Cadle (1)  
M. Daryl Flynn (2)  
Linda Kobert (3)  
Pam Gould (4)  
Nancy Robinson (6)  
Christine Moore (7)

SUPERINTENDENT  
Dr. Barbara M. Jenkins

OUR VISION:  
To be the top producer  
of successful students  
in the nation

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

As Chairman of the Orange County School Board, I offer my strongest endorsement for UCF Downtown.

I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando left stagnant when the Amway Arena was demolished in 2012. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

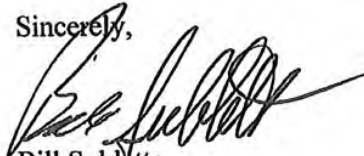
UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well. In a similar project, Arizona State University found that students prospered when certain of their programs such as nursing, journalism, and radio-television were re-located to their very successful downtown campus. Furthermore, the downtown area was revitalized, as well.

The Parramore community contiguous to the UCF Downtown campus site will also profit from the project because UCF has always been *in* the community as well as *of* the community. UCF and Valencia will be vital forces for improving the lives and livelihoods of the residents who live nearby. Both have a long history of working with the Orange County Public Schools, but, most recently, have committed to working with the new PS-8 school for which ground was broken in the Parramore area to develop innovative educational opportunities for students who attend the school. There will be a close relationship between UCF Downtown and the PS-8 school, and the synergy that will come from such a relationship is has yet to be seen in downtown Orlando.

Board of Governors  
Page 2

UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity. UCF Downtown certainly has my endorsement.

Sincerely,



Bill Sublette  
Chairman



# ORLANDO BUSINESS JOURNAL

MARKET INTELLIGENCE AND ANALYSIS YOU NEED

[orlandobusinessjournal.com](http://orlandobusinessjournal.com)

February 9, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

Orlando Business Journal is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to Central Florida.

Sincerely,



Robert M. Bobroff  
Publisher  
Orlando Business Journal



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As President & Founder of Orlando City Soccer Club I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Orlando City Soccer Club and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,



Phil Franklin

President & Founder



*"In Support of Families"*

626 Lake Dot Circle, Orlando, FL 32801 ♦ [www.OrlandoDayNursery.org](http://www.OrlandoDayNursery.org)  
Phone: 407.422.5291 ♦ Fax: 407.422.4068 ♦ License # C09OR0158

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Orlando Day Nursery (ODN) enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region will provide ODN with valuable interns, future employees and will help our clients be able to improve their educational/employment opportunities.

ODN currently is an internship location for both the Early Childhood Education Department and the Speech and Audiology Department. The UCF students get practical, hands-on experience working with children and our students receive extra attention and help to overcome the issues in their lives. Additionally, ODN provides childcare with fees kept low to help families. Students at UCF's downtown campus would be eligible for childcare if they needed it at ODN.

Orlando Day Nursery looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our unqualified support.

Sincerely,

Mata Dennis  
Executive Director

In Partnership since 1921 with:



Kiwanis Club of Orlando

Opening our doors to all children to prepare  
them for a successful future.





February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As President and CEO of the Orlando Economic Development Commission (EDC), I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus. The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare future employees and also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF. I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Weddle".

Rick L. Weddle  
President & CEO

Orlando.  
You don't know the half of it.

301 E. Pine Street, Suite 900  
Orlando, FL 32801

P/ 407 422.7159  
F/ 407 425.6428

info@orlandoedc.com  
orlandoedc.com

SERVING ORANGE, SEMINOLE, LAKE AND OSCEOLA COUNTIES AND THE CITY OF ORLANDO





1414 Kuhl Ave.  
Orlando, FL 32806  
321.843.7000

OrlandoHealth.com

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Orlando Health supports the campus proposed by UCF and Valencia College in downtown Orlando.

We believe that a downtown UCF and Valencia campus would be a mutually beneficial partnership for Orlando Health. Students studying in the urban center of our region would benefit Orlando Health by the development of future leaders and will be of great benefit to our organization and to our local community.

At the same time, we are certain that Orlando Health could provide these students with an array of training and job opportunities. These new learning environments will also provide a convenient location for our team members who are seeking a higher education.

Orlando Health looks forward to a mutually rich and rewarding experience with undergraduate and graduate programs being offered at the Downtown UCF and Valencia College campuses in Orlando. In conclusion, the proposed UCF and Valencia College campuses have Orlando Health's unwavering support.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamal Hakim".

Jamal Hakim, MD  
Interim President & CEO  
Orlando Health



Alex Martins  
Chief Executive Officer

8701 Maitland Summit Boulevard Orlando Florida 32810 P 407 916 2406 [www.orlandomagic.com](http://www.orlandomagic.com)

February 03, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Members of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As CEO of the Orlando Magic and a UCF Trustee, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. The rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. There is great opportunity for collective synergy as the Orlando Magic and our partners commence the development of a \$200 million Sports and Entertainment District just a few blocks from the creative village site and proposed UCF campus. This development will create jobs and provide dining, hotel, retail, lodging and entertainment options for the residents of downtown.

Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida. Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in black ink that reads "Alex Martins".

Alex Martins



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Board of Governors:

Orlando Repertory Theatre (The REP) is Central Florida's only full-time, nonprofit professional theatre for young audiences. Each year we welcome over 70,000 individuals to our downtown three-theatre complex – 40,000 of whom are students attending on field trips. We oversee a number of groundbreaking community engagement programs – including professional development for teachers, Sensory Friendly programs for youth on the Autism spectrum, and character-building workshops for at-risk youth. As Executive Director of this theatre in partnership with UCF, I am proud to offer my strongest endorsement for UCF Downtown.

I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

The REP enjoys a thriving partnership with the University – hosting Masters of Fine Arts students obtaining their degrees in Theatre for Young Audiences (TYA.) We have seen firsthand how hands-on, onsite experience in subject areas directly benefits these bright young students, as the placement rate for graduate students exiting the TYA program continues to soar. UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well.

UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity. Here at The REP, we are honored to be counted among these numerous partnerships – and are proud to offer our wholehearted endorsement of UCF Downtown.

Sincerely,

Gene Columbus  
Executive Director  
Orlando Repertory Theatre



**ORLANDO  
SCIENCE  
CENTER**

777 East Princeton Street, Orlando, FL 32803 • Phone 407.514.2000 • Fax 407.514.2277 • [www.osc.org](http://www.osc.org)

February 10, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

The Orlando Science Center has great affinity for this project. Every day, Orlando Science Center programs, both onsite and offsite, work with students and teachers in grades K-12 to build essential skills needed for success in the subjects of Science, Technology, Engineering and Math. We are engaging and inspiring the future student body of this campus.

From cradle to career, the Orlando Science Center and UCF can work together to nurture our future workforce. Our organization is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and to our community.

Sincerely,

JoAnn Newman, President and CEO  
Orlando Science Center



## Orlando Sentinel

633 North Orange Avenue  
P.O. Box 2833  
Orlando, Florida 32802-2833

Nancy A. Meyer  
Publisher & CEO

February 2, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As Publisher & CEO of the Orlando Sentinel, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit the Orlando Sentinel and to advance the prosperity of our region.

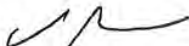
We envision a "newsroom of the future" with students working directly with Orlando Sentinel professionals to gain vital career experience while engaging with our community. A downtown UCF campus makes this possible, and we are excited about how shared curriculum, internships and being conveniently located, could transform the Sentinel, downtown Orlando and students' futures.

The collaboration of the Orlando Sentinel, WUCF TV and the Nicholson School of Communication provides great opportunity for students, reporters and our business areas of digital, marketing and sales to innovate by working together closely to create cross platform mediums of the future.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our business in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,



Nancy A. Meyer  
Publisher & CEO  
Orlando Sentinel



**ORLANDO SHAKESPEARE THEATER**  
**IN PARTNERSHIP WITH UCF**  
celebrating **CLASSIC, CONTEMPORARY, & CHILDREN'S** plays

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

As Managing Director of Orlando Shakespeare Theater, I offer my strongest endorsement for UCF Downtown.

UCF has been a partner with the Orlando Shakespeare Theater for over twenty five years, and has played a vital role in building the organization that we are today. Through our partnership with UCF, students, faculty, and staff have the opportunity to broaden their work experience in a professional setting. Offering similar educational opportunities to the students of Central Florida, while revitalizing an area of downtown Orlando, would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area would profit from living, studying, interning, and working in the area as well. We have numerous success stories of students who have worked with us over the years, and have gone on to successful careers both inside and outside Central Florida; in fact, a number of our full-time staff members are UCF graduates. Having a campus located in downtown would allow more opportunity for students due to the better proximity to the arts and non-profit organizations in Orlando.

UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity. UCF Downtown certainly has my endorsement.

Sincerely,

A handwritten signature in black ink, appearing to read "PJ Albert", written over a horizontal line.

PJ Albert  
Managing Director



February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As an Executive Board Member of the Orlando Shakespeare Theater in Loch Have Park, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

*Pat Strasberg*  
**Pat Strasberg**  
Executive Board Member  
Orlando Shakespeare Theater

Lowndes Shakespeare Center ▶ 812 E. Rollins Street, Orlando, FL 32803 ▶ phone 407-447-1700 ▶ fax 407-447-1701

**ORLANDOSHAKES.ORG**

**ORLANDO SOLAR BEARS**

8701 MAITLAND SUMMIT BLVD.  
ORLANDO, FL 32810  
P: 407.951.8200  
F: 321.972.1924



February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that we endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

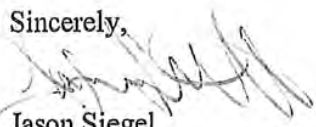
As President of the Orlando Solar Bears, we count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit the Orlando Solar Bears and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, our company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state. In addition, Joseph Haleski, Chairman of the Orlando Solar Bears, and the Haleski Foundation has committed \$100,000 over four years to this new campus via the UCF Foundation.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

  
Jason Siegel  
Managing Partner / CEO / President





ORLANDO TECH  
ASSOCIATION

101 S Garland Avenue #108  
Orlando, FL 32801

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As Executive Director of the Orlando Tech Association I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

Orrett G Davis

[www.orlandotech.org](http://www.orlandotech.org)



February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

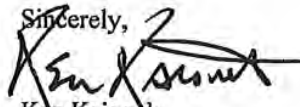
As General Manager & CEO of OUC, Orlando's hometown electric and water utility, I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from UCF is essential. Downtown Orlando is a hub for large and small businesses, including our own corporate headquarters at Reliable Plaza, along with non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to do everything in our power to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,  
  
Ken Ksionek  
General Manager & CEO

ORLANDO UTILITIES COMMISSION

Reliable Plaza at 100 West Anderson St | P O Box 3193 | Orlando, FL 32802 | 407.423.9100 Tel | 407.236.9616 Fax | [www.ouc.com](http://www.ouc.com)

FEB. 10. 2015 3:37PM

CITY OF OVIEDO CLERKS OFFICE

NO. 4041 P. 6

**CITY OF OVIEDO FLORIDA****400 ALEXANDRIA BLVD • OVIEDO, FLORIDA 32765****407-971-5555 • [WWW.CITYOFOVIEDO.NET](http://WWW.CITYOFOVIEDO.NET)**

February 9, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As a Council Member of the City of Oviedo, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

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In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in cursive script, reading "Keith Britton".

Keith Britton  
Council Member, City of Oviedo

**CITY OF OVIEDO FLORIDA**

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February 9, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As a Deputy Mayor of the City of Oviedo, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

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In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

Cynthia Drago  
Deputy Mayor, City of Oviedo



FEB. 10, 2015 3:37PM

CITY OF OVIEDO CLERKS OFFICE

NO. 4041 P. 5

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February 9, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As a Council Member of the City of Oviedo, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

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Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Henken".

Steve Henken  
Council Member, City of Oviedo



## CITY OF OVIEDO FLORIDA

400 ALEXANDRIA BLVD • OVIEDO, FLORIDA 32765

407-971-5555 • [WWW.CITYOFOVIEDO.NET](http://WWW.CITYOFOVIEDO.NET)

FROM THE OFFICE OF THE MAYOR

February 9, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As a Mayor of the City of Oviedo, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

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In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

Dominic Persampiere  
Mayor, City of Oviedo

FEB. 10. 2015 3:37PM

CITY OF OVIEDO CLERKS OFFICE

NO. 4041 P. 4

**CITY OF OVIEDO FLORIDA**

400 ALEXANDRIA BLVD • OVIEDO, FLORIDA 32765

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February 9, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As a Council Member of the City of Oviedo, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

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In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

Stephen W. Schenck  
Council Member, City of Oviedo

# PALMAS

SERVICES LLC.

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

I write to give my strong endorsement to the proposed UCF Downtown campus.

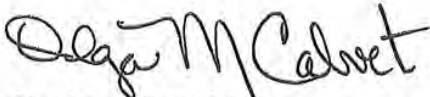
UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare our students for success in a location where they will have enhanced access to professionals in their field.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,



Olga M. Calvet, C.P.A.  
Senior Vice-president, Chief Financial Officer  
Chairman, UCF Board of Trustee

San Angel Inn LLC. • Springs Food Services LLC.  
P.O. Box 22136 • Lake Buena Vista, FL 32830  
Tel: (407) 842-1100 Fax: (407) 827-5144





February 9, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

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Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As Managing Director of Parkway Properties, I count on the University of Central Florida to provide the talented workforce that companies need to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Parkway Properties and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employment to hit the ground running for success. In addition, my company and many others that are based downtown (our national headquarters) will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them as well as help our region retain this talented workforce.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Shipley Hall  
VP/Managing Director  
Parkway Properties

390 North Orange Avenue, Suite 2400 | Orlando, FL 32801  
p.407.650 0593 | [www.pky.com](http://www.pky.com)

Paula A. Kerger  
President & CEO



February 9, 2015

Dr. John C. Hitt  
President  
University of Central Florida  
P.O. Box 160002  
Orlando, FL 32816-0002

Dear Dr. John C. Hitt:

As President and CEO of PBS, I enthusiastically support including WUCF TV—the new and only home for PBS in Central Florida — as a key part of the University of Central Florida’s planned downtown Orlando campus. During the past three years, UCF has shown tremendous education and community vision through its support for PBS in Central Florida. At a crucial time for our system, UCF stepped forward with Brevard Community College to ensure that the community in Central Florida would continue to have uninterrupted access to PBS programming. Since then, the leadership of WUCF TV has been creative, intelligent, and enthusiastic in creating a new national model for how stations can work together. The planned downtown campus continues that vision, will serve as an important part of UCF’s service to the broader Central Florida community.

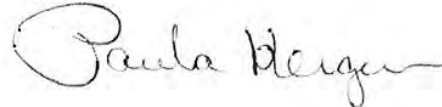
Public television is committed to using the power of media to educate, engage, and inspire the communities we serve. Every day at PBS we strive to provide people across this country with access to content that expands their horizons and inspires them to be more. From our educational children’s content to our fantastic news, history, and arts programming, we fill a niche that no other broadcasting entity can do- to serve the people rather than sell to them.

In that spirit, UCF is ahead of the curve in its plans to create a world-class, best-in-the-nation site for learning emerging animation, digital media, communications, television and film. With its new downtown location, WUCF TV will provide programming, services and community engagement that will enrich both downtown Orlando and the broader Central Florida region. This is an extraordinary opportunity to develop an innovative learning and working environment for students in downtown Orlando. Thanks to the national affiliation with PBS, students from multiple disciplines

will learn from – and help create career connections with – some of the nation's brightest communications and entertainment experts.

I have been extremely impressed by the progress WUCF TV has made in the last three years to better serve the people of Central Florida, and I hope that you will support UCF as they strive to make that service even stronger by including WUCF TV in UCF's new downtown campus.

Regards,

A handwritten signature in cursive script, reading "Paula Herger". The signature is written in black ink and is positioned below the word "Regards,".



## SHARING YOUR VISION. BUILDING SUCCESS.

February 10, 2015

Dear Rick Schell, Ph.D.,

PCL Construction Services, Inc. is proud to support the University of Central Florida's proposal for a new Downtown Campus in Orlando, Florida. We believe that the addition of this new campus will provide many bright opportunities for Orlando, improving not only the educational environment, but also creating new prospects in the social and economic realms.

The close proximity of the Downtown Campus to local businesses will provide direct benefits to students that will inhabit the new campus. UCF has proposed to offer academic programs related to criminal justice, arts and entertainment, media, government, and non-profits, all of which can be found in abundance in the areas that will surround the future campus. In addition, UCF's digital media programs will be moved to the downtown campus to join with the Florida Interactive Entertainment Academy and the Center for Digital and Emerging Media, making the new downtown campus a college of choice for prospective students interested in digital media. PCL is excited to support the addition of the new campus that will provide clear advantages to the educational environment in Orlando.

Social responsibility is a guiding principle at PCL and we will stand firmly in support of projects that offer social benefits to central Florida. Our employees are committed to volunteering in our communities and through our involvement with non-profit groups in inner-city environments, we have recognized a need to support inner-city students in their pursuit of a college education. With the addition of a new Downtown Campus, which will share facilities with Valencia College, UCF will partner with Orange County Public Schools to support schools in the areas surrounding the new campus. We believe that this partnership will provide new prospects for inner-city students seeking higher education opportunities, with a significant social impact for the city of Orlando.

PCL is pleased to offer this letter demonstrating our support of the new Downtown Campus proposed by UCF. We believe that the facility will bring about great opportunities for Central Florida, with benefits for the educational environment as well as social and economic domains.

Best regards,

A handwritten signature in cursive script, appearing to read "Charlie Dorr".

Charlie Dorr, Community Relations

### **PCL CONSTRUCTION SERVICES, INC.**

6675 Westwood Boulevard, Suite 200, Orlando, Florida 32821

Telephone: (407) 363-0059 ♦ Fax: (407) 363-0171 ♦ Website: [www.pcl.com](http://www.pcl.com)



*545 Madison Avenue  
New York, New York 10022  
(212) 752-5255 Fax (212) 319-0937*

**Peter B. Cannell & Co., Inc.**

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

As a Senior Vice President of Peter B. Cannell & Co. Inc. based in New York City, I offer my strongest endorsement for the development of UCF Downtown. Born and raised in Staten Island, New York, I found a home at the University of Central Florida which has been a source of great pride for me and my family. I am a first generation college graduate and UCF was the key to my future success. I consider Orlando my second home and always look forward to seeing the great work being accomplished by my Alma Mater.

I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando left stagnant when the Amway Arena was demolished in 2012. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well. In a similar project, Arizona State University found that students prospered when certain of their programs such as nursing, journalism, and radio-television were re-located to their very successful downtown campus. Furthermore, the downtown area was revitalized, as well.

The Parramore community contiguous to the UCF Downtown campus site will also profit from the project because UCF has always been in the community as well as of the community. UCF and Valencia will be vital forces for improving the lives and livelihoods of the residents who live nearby. Both have a long history of working with the Orange County Public Schools, but, most recently, have committed to working with the new K-8 school for which ground was broken in the Parramore area to develop innovative educational opportunities for students who attend the school. There will be a close relationship between UCF Downtown and the Parramore School and I look forward to seeing the Thow Family Opera for Young Audiences participating in expanding the Arts to this community!

UCF is America's Partnership University and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity. UCF Downtown certainly has my endorsement and consideration for future philanthropic commitments.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ronald C. Thow', with a large, sweeping loop at the end.

Ronald C. Thow  
Senior Vice President



ph 407.218.4300 • fax 407.218.4301

P.O. Box 531125 • Orlando, FL 32853

February 10, 2015

Corporate Office

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

500 E. Colonial Dr. • Orlando, FL 32803

Dear Distinguished Member of the Board of Governors:

I am writing in support of the development of a new Downtown Orlando campus for the University of Central Florida.

As President and Chief Executive Officer of Quest, Inc., I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic and abilities backgrounds. I know I speak for many civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people and more opportunities for all in our community.

Downtown UCF is especially important to the individuals served by Quest. Quest serves individuals with developmental disabilities and has been a member of the central Florida community for over 50 years. The opportunities presented by this transformational project are significant for the 1,100 individuals served by Quest as well as our 700 employees. The project will provide educational, employment and social opportunities to our population that are currently not available. Downtown UCF will also allow for greater and more varied research prospects and more chances for inclusive living and social interactions between individuals with developmental disabilities and typically skilled individuals. Finally, many of our employees will be closer to educational enhancement opportunities provided by this campus location.

Connectivity between employers and emerging talent from the local hometown university is essential. Quest is headquartered downtown along with other large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this critical undertaking in your ongoing efforts to improve lives through higher education.

Sincerely,

John R. Gill  
President and CEO

[www.questinc.org](http://www.questinc.org)



*Horace G. Dawson III  
Executive Vice President, General Counsel*

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As Executive Vice President, General Counsel of Red Lobster Seafood Co. LLC, I count on the University of Central Florida to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Red Lobster and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Horace G. Dawson



February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As President and Chief Operating Officer of Revolutionary Road Hospitality Group and a proud alumnus of UCF, I count on the University to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Revolutionary Road Hospitality Group and the hotels that we operate in the downtown Orlando market and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,



Stuart R. Newmark, CHA  
President and Chief Operating Officer

Revolutionary Road Hospitality Group, LLC  
833 North Magnolia Avenue  
Orlando, Florida 32803



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As Vice President of R L Burns Inc., and an alumnus of University of Central Florida, I depend on the university to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit R L Burns Inc and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare my future employees to hit the ground running for success. In addition, my company and many others that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Jessica Burns, Vice President  
R L Burns Inc.

1203 W. GORE ST. • ORLANDO, FL. 32805 • FAX 407-839-1185 • TEL 407-839-1131



## ROSEN HOTELS & RESORTS

Office of the President  
7600 International Drive • Orlando, FL 32819-8293  
tel 407.996.1600, ext. 1280 • fax 407.996.0708  
www.RosenHotels.com

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As President of Rosen Hotels & Resorts, I count heavily on the University of Central Florida and in particular the Rosen College of Hospitality Management to provide the talented workforce that my company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare our future employees to hit the ground running for success. In addition, companies that are based downtown will be better situated to scout the UCF talent they need and to provide promising students with internships and other on-the-job training experiences to help them.

Improvements in Florida's universities are essential for keeping our state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF presents a great opportunity to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Harris Rosen, President  
Rosen Hotels & Resorts, Inc.  
HR:ta

Quality Inn International  
7600 International Drive  
Orlando, FL 32819  
QualityInnInternational.com  
tel 407.996.1600  
fax 407.996.5328

Rosen Inn  
6327 International Drive  
Orlando, FL 32819  
RosenInn6327.com  
tel 407.996.4444  
fax 407.996.5806

Rosen Inn at Pointe Orlando  
9000 International Drive  
Orlando, FL 32819  
RosenInn9000.com  
tel 407.996.8585  
fax 407.996.6839

Clarion Inn L.B.V.  
8442 Palm Parkway  
Lake Buena Vista, FL 32836  
ClarionLBV.com  
tel 407.996.7300  
fax 407.996.7301

Rosen Plaza Hotel  
9700 International Drive  
Orlando, FL 32819  
RosenPlaza.com  
tel 407.996.9700  
fax 407.996.9111

Rosen Centre Hotel  
9840 International Drive  
Orlando, FL 32819  
RosenCentre.com  
tel 407.996.9840  
fax 407.996.2659

Rosen Shingle Creek  
9939 Universal Boulevard  
Orlando, FL 32819  
RosenShingleCreek.com  
tel 407.996.9939  
fax 407.996.9935



DOING  
THE MOST  
GOOD<sup>SM</sup>

William Booth, *Founder*

André Cox, *General*

Donald Bell, *Territorial Commander*

Colonel Kenneth O. Johnson, Jr., *Divisional Commander*

Major Mark Woodcock, *Area Commander*

Major Rhea Dawn Woodcock *Associate Area Commander*

February 10, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. The Salvation Army-Orlando Area Command is partnering with the School of Social Work at University of Central Florida, whose Interns help us to provide lifesaving and life changing services to economically disadvantaged and poverty stricken men, women, and children, who seeks services on our campus.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy and help our citizens to overcome the negative effects of poverty.

We are pleased to fully support the proposal and continue a relationship with UCF that is beneficial to us, to the University of Central Florida, and the citizens of Central Florida.

Sincerely,

Major Mark Woodcock  
Orlando Area Commander

416 West Colonial Drive, Orlando, FL 32804  
Mailing: P.O. Box 540657, Orlando, FL 32854-0657  
p: 407.423.8581 f: 407.423.7128  
[www.salvationarmyorlando.com](http://www.salvationarmyorlando.com)





## SEAWORLD PARKS & ENTERTAINMENT

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that I endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

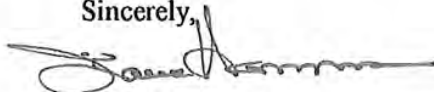
As Chief Human Resources Officer of SeaWorld Parks & Entertainment, Inc., I count on the University of Central Florida to provide a talent base our company needs to compete and thrive in a competitive marketplace. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit our local operations and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that will better prepare future employees to hit the ground running and become immediate contributors. In addition, SeaWorld and the many other companies that are based downtown will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it. Downtown UCF is a great opportunity for you to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. Please support and promote Downtown UCF.

Sincerely,



Dave Hammer  
Chief Human Resources Officer

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

In my 25 years as a senior business executive and community leader in Central Florida, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

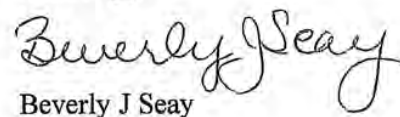
We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That is why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, our communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

A handwritten signature in cursive script that reads "Beverly J. Seay". The signature is written in dark ink and is positioned above the printed name.

Beverly J Seay

February 10, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

As a lifetime resident and an active member of organizations committed to the civic and cultural development of Central Florida, I strongly and enthusiastically support the proposal for a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for both the career development and civic engagement of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. Connectivity between established professionals and emerging talent is essential. The availability of resources and concentration of individual and organizations in leadership that are difficult to access from east Orange County will provide a significant advantage for students studying at the Downtown UCF campus.

Such resources include our region's city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their career skills and knowledge and engage with long-term civic endeavors.

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses and quality of life in the Orlando area rise with it.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Sara Segal

Town & Gown Council at the University of Central Florida  
The Howard Phillips Center for Children & Families Community Leadership Council  
The League of Women Voters of Orange County  
Orange County Arts & Cultural Advisory Council



*Founded 1910*

MICHAEL J. GRINDSTAFF  
PARTNER  
(407) 835-6927 Direct Telephone  
(407) 425-8316 Direct Facsimile

E-MAIL ADDRESS:  
mgrindstaff@shutts.com

February 9, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

I am the firm wide Managing Partner of Shutts & Bowen, LLP, one of the state of Florida's oldest and largest law firms. Our law firm has more than 250 attorneys statewide and 62 of our attorneys currently office in downtown Orlando. We love downtown Orlando and I am pleased to enthusiastically offer my strongest endorsement for UCF Downtown on behalf of our entire law firm.

I can think of no better way of offering timely educational opportunities to the students of Central Florida while revitalizing an area of downtown Orlando left stagnant when the Amway Arena was demolished in 2012. Constructing the 20 acre campus in this partnership between UCF and Valencia College would bring an influx of dollars that would increase the city core, refocus the west side of I-4, and bring students, faculty, and staff members to new and reinvigorated retail and service-oriented businesses in the area.

UCF students who are studying in subject areas directly related to businesses, non-profit agencies, government agencies, media, and the arts located in the downtown area, would profit from living, studying, interning, and working downtown as well. In a similar project, Arizona State University found that students prospered when certain of their programs such as nursing, journalism, and radio-television were re-located to their very successful downtown campus. Furthermore, the downtown area was revitalized, as well.

The Parramore community contiguous to the UCF Downtown campus site will also profit from the project because UCF has always been *in* the community as well as *a*/the community. UCF and Valencia will be vital forces for improving the lives and livelihoods of the residents who live nearby. Both have a long history of working with the Orange County Public Schools, but, most recently, have committed to working with the new K-8 school for which ground was broken in the Parramore area to develop innovative educational opportunities for students who

300 South Orange Avenue, Suite 1000, Orlando, Florida 32801 • ph 407.423.3200 • fx 407.425.8316 • [www.shutts.com](http://www.shutts.com)

MIAMI   FORT LAUDERDALE   WEST PALM BEACH   ORLANDO   TAMPA   TALLAHASSEE   AMSTERDAM



February 9, 2015

Page 2

attend the school. There will be a close relationship between UCF Downtown and the Parramore School.

Finally, I would like to mention that I graduated from UCF in June of 1978 and since then I have been actively involved with UCF as the Chairman and Member of the UCF Board of Trustees, Chairman and Member of the UCF Foundation; Director of the UCF Alumni Association (lifetime member), President and Member of the UCF Golden Knights Club (f/k/a Knight Boosters, Inc.) and I am a UCF Alumni Trustee. As an active member of the UCF family, I am very aware of what UCF has done and what UCF is capable of doing in our community. UCF is *America's Partnership University* and, working with the City of Orlando, Valencia College, and the Orange County Public Schools, will bring its dreams for UCF Downtown to fruition if given the opportunity.

It is my pleasure to give my wholehearted endorsement to UCF Downtown and as a downtown Orlando businessman, it would be my pleasure to welcome our University to Downtown Orlando.

GO KNIGHTS!

Sincerely,

Very truly yours,

Shutts & Bowen LLP



Michael J. Grindstaff

ORLDOCS 13845229 1

**SKANSKA**

**Skanska USA Building Inc.**

111 North Magnolia Avenue, Suite 1150  
Orlando, Florida 32801  
Phone 407.839.2925  
Fax 407.872.0962  
www.usa.skanska.com

February 4, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

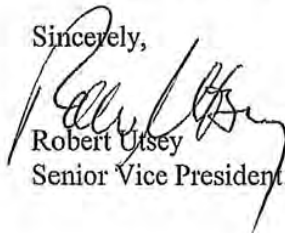
Skanska USA Building enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region will provide Skanska with valuable career work force resources and will be of great benefit to our organization and to our community.

At the same time, I know that Skanska will provide these students with opportunities to access our global business platform and network of relationships that will advance their academic success and personal growth.

Skanska looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our support.

Sincerely,



Robert Utsey  
Senior Vice President



---

28 W. CENTRAL BLVD., SUITE 260 • ORLANDO, FL 32801 • (P) 407.650.5052 • (F) 407.650.2069 • SOSTRATEGY.COM

---

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As Managing Partner of the Southern Strategy Group of Orlando, LLC I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research. The availability of resources that are difficult to access from east Orange County will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and arts organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelly Cohen".

Kelly Cohen

EVERY  
INDUSTRY

EVERY  
INTEREST

POWERFUL  
ADVOCACY  
BEGINS HERE

*Sigi Stockhammer*

---

856 Bentley Green Circle, Winter Springs, FL 32708  
February 5, 2015

E-mail [sigiwendt@aol.com](mailto:sigiwendt@aol.com)  
Tel 407-359-0707  
Cell 407-252-3418  
Fax 407-359-0709

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

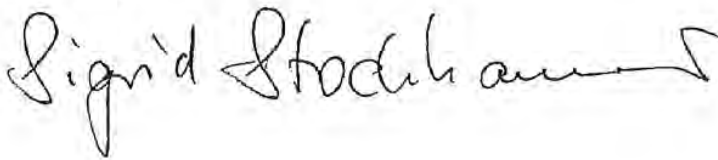
Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

I am pleased to fully support the proposal and continue a relationship with UCF that is beneficial to me, to the University of Central Florida, and to Central Florida.

Sincerely,







David E. Fuller  
Chairman, President and Chief Executive Officer

SunTrust Bank, Central Florida  
Mail Code FL-Orlando-1061  
200 S. Orange Avenue  
6th Floor  
Orlando, FL 32801

February 4, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

We are pleased to support UCF's proposal as we believe it benefits the University, Orlando and Central Florida.

Sincerely,

A handwritten signature in black ink, appearing to read "David Fuller", with a long horizontal flourish extending to the right.

David Fuller



The  
**TECH**  
LAW FIRM

The Tech Law Firm, PLLC  
390 N. Orange Ave.  
Suite 2300  
Orlando, FL 32801  
407.392.0323  
[www.thetechlawfirm.com](http://www.thetechlawfirm.com)

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As owner of and attorney at The Tech Law Firm, I have seen time and time again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of the civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

We have watched our hometown university grow from a sleepy commuter school to become a national leader in such areas as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown UCF includes the headquarters of large and small businesses and non-profit organizations—primarily media outlets and leading legal, financial, medical, retail, and political professionals—and, many city, county, state, regional, and national public offices. All of these entities and their professionals—along with the students who aspire to be employed by them—benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,

Donna M. Chesteen, Esq.

The Tech Law Firm, PLLC ♦ 390 N. Orange Ave., Suite 2300, Orlando, FL 32801  
407.392.0323 ♦ [www.thetechlawfirm.com](http://www.thetechlawfirm.com)



January 30, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

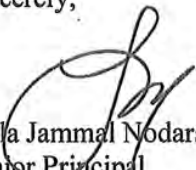
Dear Governors:

I am writing to express support of the University Of Central Florida's Downtown Campus proposal. The project the university proposes to establish will address the community, industry, commercial, and educational challenges facing Orlando's downtown development core. As a local business in the downtown core, we encourage the opportunity for collaboration and partnership with the campus and students.

Orlando's downtown area is in need of a highly skilled work force. UCF's proposal will provide programs in the health, communications, and digital media fields that will fill the workforce needs of our urban economy.

Terracon is pleased to fully support the proposal and continue a relationship with UCF that is beneficial to our community, to the University of Central Florida, and to Central Florida.

Sincerely,



Leila Jammal Nodarse, P.E.  
Senior Principal  
Business Development Director  
UCF Alumni

Terracon Consultants, Inc. 1675 Lee Road Winter Park, Florida 32789  
P (407) 740 6110 F (407) 740 61120 [terracon.com](http://terracon.com)

Environmental



Facilities



Geotechnical



Materials



Texas Instruments Incorporated  
Dallas, TX 75243

February 10, 2015

Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Governors:

I am writing on behalf of Texas Instruments to express our support of the University Of Central Florida's Downtown Campus proposal. The project that the university proposes aligns well with our efforts around increased access to quality education in underserved areas. This project should give greater access to a broader diverse student population and we very much indorse the proposal.

Although we are a Texas headquartered company, we are a global company, and we cast our net wide to recruit top talent into our sites around the world. Efforts like this help to build a stronger pipeline of talent for us and other companies across multiple industries.

We believe that stronger communities build stronger companies and UCF is attempting to make a big difference in its local community and we applaud their efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve W. Lyle".

Steve W. Lyle  
Director, Engineering Workforce Development & University Programs  
Texas Instruments





February 6, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Members of the Board of Governors:

As an alumna of the University of Central Florida, a past member of its Alumni Association Board of Directors and a past President of the UCF Town & Gown Council, I want to offer my complete support for the University's proposal to establish a campus in Downtown Orlando.

My alma mater has grown tenfold since my graduation from Florida Technological University in 1974, but I remain involved in many ways with UCF because it delivers so much opportunity to our region and has earned the moniker America's Partnership University by delivering relevant, job-creating and life-changing programs.

Bringing a thriving academic environment to The Parramore Community in partnership with Valencia College will not only provide educational opportunities for residents living closer to downtown than to UCF's main campus, it will inject new economic activity, pair our students in key programs with government, business and our thriving downtown arts community.

It is easy to see a day when thousands of students, educators and support personnel are working and living in Downtown Orlando, providing an important boost to the economy and giving our Central City a vibrant new feel attractive to businesses that will create new opportunities for our graduates.

The proposed site is perfectly situated, the opportunities are endless and the time is now for UCF to become even more closely aligned with its hometown. I urge you to support this proposal.

Sincerely

Shelley A. Pynn, UCF '74  
President

✓ 269 Saddleworth Place • Heathrow, Florida 32746-5082 • 407-333-9323 • Fax 407-333-4113  
E-Mail: shelly@trvlgroup.com • Website: www.trvlgroup.com

☐ 4030 Anchor Way • Orlando, Florida 32804-2825 • 407-299-1535 • Fax 407-299-1535  
E-Mail: bellatrvi@earthlink.net



Michael S. Poteshman  
Executive Vice President &  
Chief Financial Officer

14901 S. Orange Blossom Trail  
Orlando, FL 32837

407 826 8899 *phone*  
407 826 4555 *fax*  
mikepoteshman@tupperware.com

February 5, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

Tupperware Brands Corporation enthusiastically supports the campus proposed by UCF in downtown Orlando.

We believe that UCF students studying in the urban center of our region will be of great benefit to our organization and to our community. One of the strategies being pursued at Tupperware is to better address the product needs of urban dwellers. Another strategy of our Company is to address the desire for entrepreneurial earning opportunities by millennials, which research has found to be well developed. Such opportunity is at the core of our independent sales force model, and we look to better tap into the desires of the millennials. UCF students at a new downtown campus could be a rich source for us.

We would potentially look to recruit talent from among the downtown campus students for our internship and full time employment opportunities, as these students will hit the urban and millennial demographics we're looking for and also be more conveniently located in relation to our headquarters than the main UCF campus.

Tupperware Brands looks forward to a mutually rich and rewarding experience with undergraduate and graduate students at the Downtown UCF campus in Orlando. This new learning environment has our support.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Michael S. Poteshman', followed by a horizontal line.

**Phyllis A. Klock**  
**2224 Venetian Way**  
**Winter Park, FL 32789**  
**January 31, 2015**

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

I am proud to support the development of a new Downtown UCF campus for Orlando as part of the Creative Village.

As Chair of the UCF Foundation Board of Directors and a UCF Trustee Emerita, I have seen time and again that higher education is the special ingredient that improves the lives of people from all socio-economic backgrounds. I know I speak for many of civic and business leaders in Central Florida when I say that the rise of UCF in recent decades has improved the quality of life for thousands of people and their families, which means higher-median incomes, healthier people, and less crime in our community.

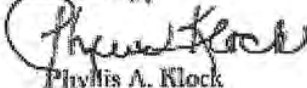
We have watched our hometown university grow from a sleepy commuter school to become a national leader in areas such as photonics, engineering, modeling and simulation, and digital media. But even a successful school must keep growing in quality to meet the ever-increasing demands of the local workforce. That's why Downtown UCF is such an important effort at this time.

Connectivity between employers and emerging talent from the local hometown university is essential. Downtown Orlando includes the headquarters of large and small businesses and non-profit organizations; primary media outlets; leading legal, financial, medical, retail, legal, and political professionals; and many city, county, state, regional, and national public offices. All of these entities and their professionals – along with the students who aspire to be employed by them – benefit when they are more closely aligned for internship and other job experiences.

In this age of an increasingly competitive global economy, we as communities need to take every step we can to gain an edge as we pursue a brighter future. Downtown UCF is that opportunity for us in Central Florida.

Please support this important endeavor in your continuing efforts to improve lives through higher education in our great state.

Sincerely,



Phyllis A. Klock



February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Friend of Florida Education:

As President & CEO of United Arts of Central Florida, I strongly and enthusiastically support the proposed development of a Downtown UCF campus at the Creative Village site in Orlando.

Downtown is a rich location for the career development of UCF students, providing many opportunities for internships, practicums, service learning, independent study, and undergraduate research for students in the creative fields. The availability of resources, in particular, access to the many remarkable cultural institutions in the Loch Haven Cultural District and downtown that are difficult to access from east Orange County, but easily access through SunRail and Lynx, will provide a significant competitive advantage for students studying at the Downtown UCF campus.

Such resources include our region's primary media outlets; city, county, state, regional, and national public offices; headquarters for many non-profit organizations; leading legal, medical, financial, retail, and political professionals; artists and cultural organizations; and other large and small businesses for UCF students to both learn from and contribute to.

The downtown campus will also provide UCF students access to a rich diversity of people, social conditions, and urban experiences that help to create an educated citizenry. Our downtown community will benefit from the presence of UCF students while they enhance their skills and their knowledge. In addition having a significant number of students living and taking classes in the central city will have a powerful effect on making downtown more lively and economically viable. We have already seen the effect of the new Dr. Phillips Center for the Performing Arts with a 47% increase in restaurant traffic during performance dates.

The 21<sup>st</sup> century has seen a renewed interest in urban living, and our knowledge economy is increasingly centered on our nation's cities. The decision by UCF to take advantage of this urban resource positions the university in the forefront of the social tide of our time.

I look forward to working with Downtown UCF students to our mutual advantage.

Sincerely,

A handwritten signature in black ink, appearing to read "Flora Maria Garcia", is written over a horizontal line.

Flora Maria Garcia  
President & CEO

Funding the arts, sciences, history and more in Lake, Orange, Osceola and Seminole Counties.



# VALENCIA COLLEGE

January 28, 2015

John Hitt, Ph.D.  
President  
University of Central Florida

Dear John:

I would like to provide a brief update on Valencia's planning for the partnership campus in downtown Orlando.

First, we are delighted to be partnered with you in this important work and especially take to heart the responsibility to bring services to residents already in and near the proposed site.

We are planning with your team to provide a full complement of lower division and general education coursework and to collaborate, seamlessly, on the services that wrap around them. These courses will be available to students seeking Valencia A.S. degrees, A.A. degrees as a part of DirectConnect to UCF, and UCF students. In addition, we acknowledge that UCF will also offer a streamlined set of general education courses to insure that UCF first time in college students will have the choice to meet their general education requirements with UCF taught courses on the downtown campus.

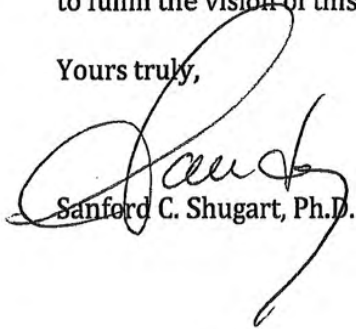
Signature programs in planning for relocation to the downtown site include computer graphics and interactive design and the Walt Disney World Center for Hospitality and Culinary arts, comprising a suite of majors related to hospitality management and, obviously, high level culinary training. Slightly more than 2,000 students are currently enrolled in these programs. Additionally, while not relocating them, we plan to expand programming in arts and entertainment to the site, including film technology, music recording technology, etc.

Our short- and long-term programmatic plans for the downtown site do not duplicate academic programs planned to be offered by UCF. We will continue our longstanding commitment to offer complementary programs that complete high-demand academic and workforce pathways in Central Florida and to extend residents a broader on ramp to high education.

All of these decisions have been vetted with Valencia's Board of Trustees, and the college already has approval for a downtown campus from the State Board of Education going back many years – the authority under which our Downtown Center operated on the corner of Orange Avenue and Church Street.

Please know that Valencia will continue to work vigorously in partnership with the university to fulfill the vision of this important investment in the future of Orlando.

Yours truly,

A handwritten signature in black ink, appearing to read "Sanford", is written over the printed name. The signature is fluid and cursive, with a large loop at the end.

Sanford C. Shugart, Ph.D.

# VALENCIA COLLEGE

February 12, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Distinguished Member of the Board of Governors:

As Coordinator of Valencia College's Peace and Justice Initiative, I write to give my strong endorsement to the proposed UCF Downtown campus.

UCF Downtown will be an economic driver for the region. It will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

In an alliance with Valencia College, UCF Downtown will reinvigorate and redefine the future of a downtown area once occupied by the Orlando Magic's Amway Arena before its destruction in 2012. Built on this site, the downtown campus will accommodate 10,000 students, plus supporting faculty and staff members, all of whom become potential customers for new and existing retail and service-oriented businesses.

Downtown Orlando is an opportune location for UCF's programs that reflect the growing technology-oriented companies and talent cluster in the downtown area and for those programs with a strong outward focus into the community and a record of establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area. UCF is also designing a national-model program to allow young men and women with intellectual disabilities to participate fully in college life at the downtown campus.

Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. At the recent groundbreaking of a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown and in which UCF will partner, UCF announced a medical school scholarship for successful college graduates of the Parramore neighborhood. As Regina Hill, an Orlando city commissioner, said recently about UCF Downtown, "We're not just talking about transforming a city. We're talking about transforming lives."

You can see why I give my whole-hearted endorsement to UCF Downtown. It will be a game-changer.

Sincerely,



Rachel C. Allen  
Peace and Justice Initiative, Coordinator  
Valencia College  
Office: 407-582-2709  
valenciacollege.edu/PJI



**Vintage Group Concepts LLC**

116 S. Orange Ave  
Orlando, FL 32801

Tel.: 407.649.0000  
FAX: 877.386.7346  
jeff@vgroupconcepts.com

February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

As the Operating Partner for a group of ten hospitality venues, Vintage Group Concepts, I am writing to express my full support for the proposed new University of Central Florida campus in the Downtown Orlando Creative Village site.

Downtown Orlando is a rich location for the career development of UCF students, providing many opportunities for independent study, undergraduate research and a dynamic student experience. Convenient access to local large and small businesses offers greater opportunities for students to learn and contribute to their community while providing them with the skills they need to be competitive. Orlando is not only growing into one of the best cities in the nation, UCF is growing into one of the best universities too. It only makes sense for the two to grow together.

The proposed Downtown UCF campus will provide enhanced programs in communications, digital media and other disciplines that better prepare future employees to hit the ground running for success. In addition, my company and many others will be better situated to find promising students and provide them with internships and on-the-job training experiences to help them and us.

At the risk of pointing out the obvious, improvements in Florida's universities are essential for keeping our progressive state moving forward and I thank you for your consideration in helping Orlando be the best city and UCF the nation's best university. As UCF rises in quality, the fortunes of our businesses in the Orlando area rise with it.

You can see why I wholeheartedly support this proposal and look forward to reinvigorating and working with students to redefine Downtown Orlando.

Sincerely,

Jeffrey Gitto  
Operating Partner  
Vintage Group Concepts



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

February 6, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Board of Governors,

As CEO of The YMCA of Central Florida, I am writing to give my support and/or endorsement to the proposed UCF Downtown campus. Working together with other like-minded organizations like UCF, we strive to improve lives and transform communities. The new downtown campus will be a game-changer for Central Florida.

No doubt, UCF Downtown will be an economic driver for the area. The proposed campus location will give UCF students better access to education, internships, and jobs in a convenient downtown location, and it will transform the lives of families in the surrounding Parramore neighborhood, one of Orlando's oldest African-American neighborhoods.

The partnership with Valencia College and UCF Downtown will have a tremendous "pay forward" impact to reinvigorate and redefine the future of a downtown area. Serving 10,000 students, plus supporting faculty and staff members, UCF Downtown will fuel new and existing retail and service-oriented businesses.

This location in Downtown Orlando is an opportune location for UCF's programs to integrate with the growing technology-oriented companies and talent cluster in the downtown area and will drive a strong outward focus into the community and establishing effective internships. These programs would benefit from the many media outlets, government offices, non-profit headquarters, arts organizations, and legal and financial professionals in the downtown area.

Already, UCF is working with the Orange County Public School System to improve the lives and livelihoods of the residents who live in Parramore. With a new K-8 school in the urban neighborhood adjacent to the proposed site of UCF Downtown, and scholarships for successful college graduates of the Parramore neighborhood.

In closing, on behalf of the Central Florida YMCA, I fully support the development of the proposed UCF Downtown campus. If you wish for additional information, please call me at 407-896-9220.

Sincerely,

Dan Wilcox  
President & CEO

**YMCA OF CENTRAL FLORIDA**  
433 North Mills Avenue, Orlando, FL 32803  
P 407 896 9220 F 407 896 4247  
W ymcacentralflorida.com

Supported by







February 3, 2015

State University System of Florida  
Board of Governors  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Governors:

It is with great enthusiasm that we endorse the proposed establishment of a UCF Downtown campus as part of Creative Village in Orlando.

As Vice President of Wayne Automatic Fire Sprinklers, Inc., our team counts on the University of Central Florida to provide the talented workforce that our company needs to compete and win in an evolving global economy. The proposed expansion of UCF in the heart of one of America's fastest-rising cities will enable UCF to do even more to benefit Wayne Automatic Fire Sprinklers, Inc. and to advance the prosperity of our region.

The proposed Downtown UCF campus will provide enhanced programs in architecture, communications, and other disciplines that will better prepare our future employees to hit the ground running for success. In addition, our company and many others that are headquartered in Central Florida will be better situated to scout the UCF talent we need and to provide promising students with internships and other on-the-job training experiences to help them – and us. We are currently seeking over 25 positions company-wide, with the talent provided from UCF students our needs could be met today!

Improvements in Florida's universities are essential for keeping our progressive state moving forward. As UCF rises in quality, the fortunes of our businesses in the Central Florida area rise with it. Downtown UCF is a great opportunity for the Board of Regents to brighten the future of our community and to underscore the significance of higher education in our great state.

Thank you for your efforts to make our university system the nation's best. As you consider how to help our hometown university in Orlando become an even greater force for progress in our Sunshine State, please support and promote Downtown UCF.

Sincerely,

Sarah Kelly, Vice President  
WAYNE AUTOMATIC FIRE SPRINKLERS, INC.

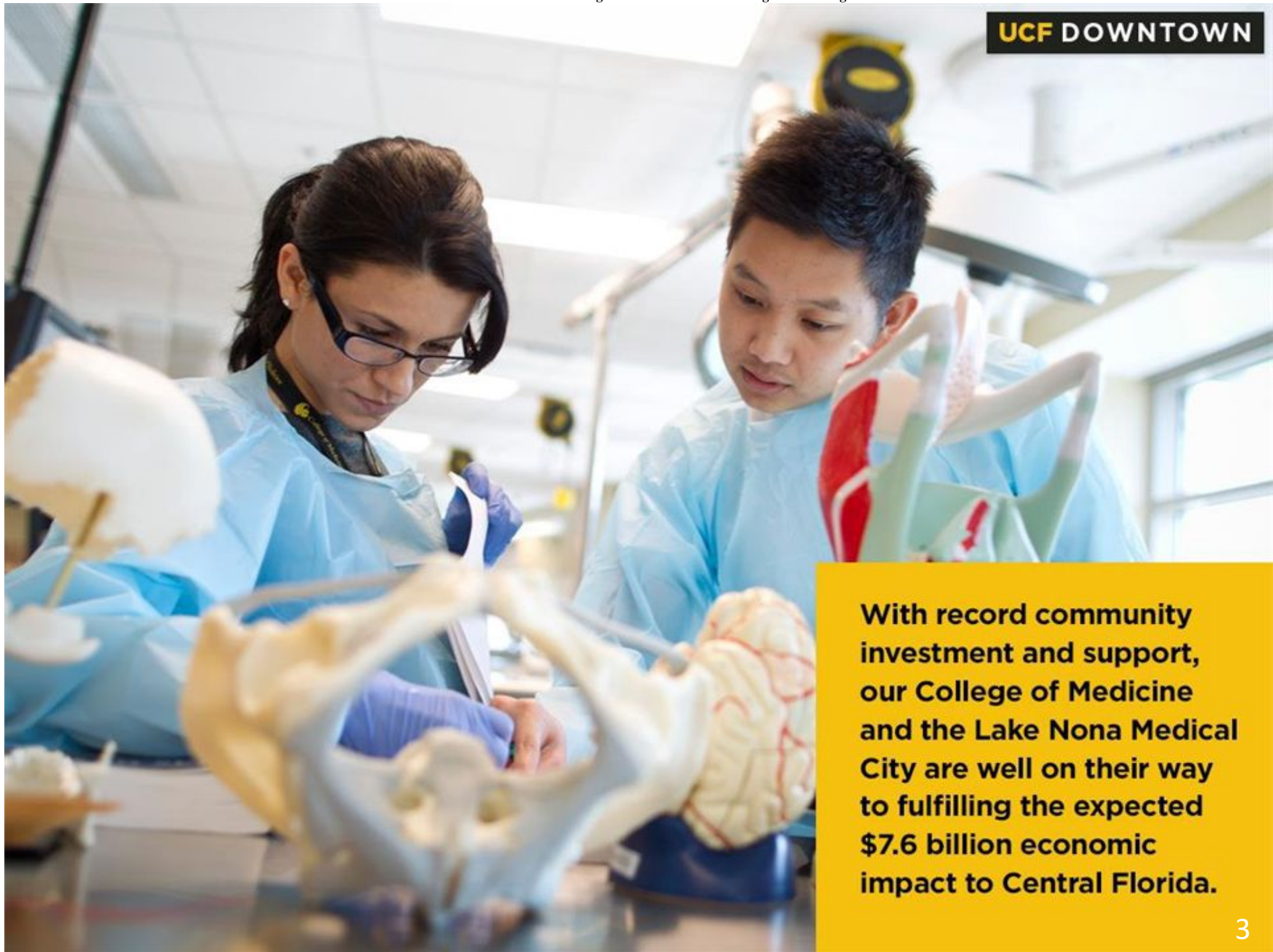
# UCF DOWNTOWN



**Nearly 90 percent of Rosen College undergraduates secure jobs before graduation.**








**With record community investment and support, our College of Medicine and the Lake Nona Medical City are well on their way to fulfilling the expected \$7.6 billion economic impact to Central Florida.**



A man with dark hair and glasses, wearing a dark blue suit, white shirt, and dark tie, is seated at a desk. He is looking at a laptop screen and has his hands on the keyboard. The background is a modern office space with large windows, a staircase, and other people working in the distance. A yellow text box is overlaid on the right side of the image.

**Online enrollment accounts for nearly 38 percent of student credit hour production and has grown 2 percent annually.**



**Ranked the No. 2 graduate game design program in North America, FIEA graduates earn an average salary of \$60,359.**

**UCF DOWNTOWN**









# UCF DOWNTOWN

# Project Overview

- 13,000 students at completion
- 20+ academic programs
- 4 phases
- Phases I and II needed to reach critical mass — 6,000 students
- Program for students with intellectual disabilities



# Phase I and II Programs

## UCF Programs

- M.S. in Interactive Entertainment
- B.A. in Digital Media
- M.A. in Digital Media
- M.F.A. in Emerging Media
- B.A. and B.F.A. in Art
- B.A. and B.F.A. in Film
- B.A. in Advertising/Public Relations
- B.A. in Human Communication
- B.A. in Journalism
- B.A. in Radio/Television
- M.A. in Communication
- Graduate Certificate in Corporate Communication
- Ph.D. in Education — Exceptional Education Track


## Complementary UCF Operations

- Engineering IdeaLab
- WUCF-TV – PBS
- WUCF-FM – NPR

## Complementary Valencia Programs

- A.S. in Graphics  
Technology



A photograph of four UCF students walking on a paved path on a university campus. From left to right: a woman with glasses and a blue shirt, a man in a grey UCF t-shirt, a woman in a black top, and a man in a grey UCF t-shirt and light blue shorts. They are all smiling and talking. The background shows a modern university building with large glass windows and other students in the distance.

**DirectConnect to UCF is one of the most productive 2+2 partnerships in higher ed. More than 28,000 students have earned bachelor's degrees since the program started.**



**FIEA graduates find jobs  
at Electronic Arts, Google,  
Lockheed Martin, Disney,  
Sony and Microsoft.**







A photograph of two scientists, a woman and a man, working in a laboratory. They are wearing white lab coats and gloves. The woman is in the foreground, leaning over a workbench, looking at a beaker containing a blue liquid. The man is behind her, also looking at the beaker. The background shows laboratory equipment and a red safety sign.

**UCF awarded nearly  
2,000 undergraduate  
degrees in STEM fields  
last year — the second-  
largest number in the  
State University System.**







“... state universities must **advance innovation** — new technologies, new processes, new products, new ideas — in their local and state economies; **help Florida’s employers prosper and grow** through knowledge transfer and a steady stream of qualified graduates; and **make community and business engagement an integral part of their institutional culture.**”

Florida Board of Governors 2025 Strategic Plan

# Impact on Academic Performance

- **Percent of bachelor's graduates employed full-time or continuing their education** (metric 1)
- **Median wages of bachelor's graduates employed full-time in Florida** (metric 2)
- **Six-year graduation rate for first-time-in-college students** (metric 4)
- **Degrees awarded within programs of strategic emphasis** (metrics 6 and 8)
- **Bachelor's degrees awarded annually** (metric 10)

Performance Based Funding Metrics, 2013-14 System Accountability Report, Florida Board of Governors

# Academic ROI

- Experience shows that **location powers improved performance**
- Degree production **will grow to meet industry needs**
- **Students see a \$10,000 benefit** by graduating one semester early
- Visual Arts and Design will **increase from 2,600 to 3,900 students** in five years



# Financial Overview

## PROJECTED COST

Phase I	\$57.75 million
Phase II	\$78 million

## INVESTMENT FROM THE COMMUNITY

Estimated land value	\$20 million
Estimated building value	\$22.5 million
Infrastructure investment	\$22.5 million
Projected philanthropy	\$45 million



# Housing and Parking

- Affordability
- Safety
- Student programming
- Focus on academics, not amenities

## HOUSING AND PARKING OPPORTUNITIES

500 beds	\$30 million
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1,000 parking spaces	\$13 million
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**Possible \$43 million in private investment**

# Projected Economic Impact

Annual impact to region/state	<b>\$400 million</b>
-------------------------------	----------------------

Annual associated jobs	<b>4,000 jobs</b>
------------------------	-------------------

Annual associated wages	<b>\$180 million</b>
-------------------------	----------------------

**\$575 million in one-time gross economic impact during construction**

UCF Downtown Economic and Fiscal Impact Analysis, GAI Consultants, 2015

# Project Supporters



VALENCIA



FLORIDA  
HOSPITAL



PBS



Orlando Sentinel



DOWNTOWN  
ORLANDO



Orange County  
Public Schools

GRAY|ROBINSON  
ATTORNEYS AT LAW

Bank of America

ROSEN HOTELS & RESORTS

CENTRAL FLORIDA  
PARTNERSHIP



ORLANDO  
SHAKESPEARE  
THEATER  
IN PARTNERSHIP WITH UCF



CUSHMAN &  
WAKEFIELD



THE  
CORRIDOR

SUNTRUST

ORLANDO  
ECONOMIC  
DEVELOPMENT  
COMMISSION



Partial Listing







- Support students' development of the knowledge, skills, and aptitudes needed for success in the **global society and marketplace.**
- **Transform and revitalize Florida's economy and society** through research, creativity, discovery, and innovation.
- Mobilize resources to **address the significant challenges and opportunities** facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through **community and business engagement and service.**



# UCF DOWNTOWN

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

February 19, 2015

**SUBJECT:** Adding USF Health College of Medicine Project Funding to the 2015-2016  
Fixed Capital Outlay Legislative Budget Request

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**PROPOSED BOARD ACTION**

Review and consider for approval the addition of \$17 Million for the proposed USF Health Morsani College of Medicine Facility in Downtown Tampa to the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Morsani College of Medicine Project, received a capital project appropriation of \$5,000,000 from the 2014 Legislature.

USF is requesting \$17 Million for the Morsani College of Medicine (COM) in 2015-2016, and an additional \$40 Million in future years. In 2014, USF initially proposed renovation of the existing COM. However, USF is now proposing that construction of a new facility in downtown Tampa be funded instead.

If the Board approves funding of a new facility for the USF COM, the USF Heart Health Project, which has already been funded for \$34,393,118, will be collocated with the COM.

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**Supporting Documentation Included:** 1. Project Q and A document  
2. Comprehensive Report

**Facilitators/Presenters:** Mr. Chris Kinsley; Trustee Brian Lamb

## Board of Governors

### Facilities Committee Meeting – Discussion of USF Downtown Project

January 21, 2015

#### Annotated Questions and Answers

**Q. Which projects would go downtown? (Kuntz)**

A. This includes the Heart Health Institute, which is a \$15M request. If the Legislature appropriates that funding, USF will not come back and ask for additional state appropriations for the Heart Health Institute. The same goes for \$17M, \$20M, and \$20M requested for the Morsani College of Medicine, which will be in the same building downtown. An additional \$40-60M is the cost to build the tower downtown as contemplated.

**Q. What happens if the project is half built and the (\$60M?) fundraising dollars don't materialize? (Kuntz)**

A. The Universities are not legally allowed to sign a binding/design/any form of contract unless they have the money at hand; they can only sign for what has already been appropriated or what they have in the bank.

**Q. Is it true that the budgeted project cost may not be the actual project cost? We're just showing the appropriated and the total project cost would be significantly greater? (Kuntz)**

A. This is true. This is the budgeted amount. The Project could cost more or less when it is actually built. Also, when/if the project is constructed, USF will come back to the Board to ask for PO&M. This is true for any University the builds or is donated a project that includes E&G space.

**Q. What is the total program, project, capital and operating cost of the school of Medicine – we're looking at \$57M – what is the total cost? (Morton)**

A. The total project cost to the state is estimated at \$112 M. The project cost total is estimated around \$157 M. (This question is more fully addressed in the USF materials)

**Q. What about equipment? (Tripp)**

A. The cost of \$157 M includes basic equipment of the facility. But not all associated expenses, such as moving. Expense items not in the project budget will come from USF COM Budget.



**Q. What about renovations to the old facility? How much will that cost? (Tripp): Does this include all of the equipment in the hospital? Or is it only bricks and mortar?**

A. USF will be requesting an additional \$9M for rehabilitation of the old facility, however, that work will not happen until after the new building is completed, and that would be done probably 4-5 years from now. To be specific, the total project cost, a good estimate, is somewhere between \$150-163M – our best estimate is \$157M. So the delta between what we have – assuming all appropriations come through – is \$26.9M.

**Q. What has the Board already approved vs. what is left to approve? (Colson)**

A. The Board authorized the funding for the Heart Health Institute, but on the main campus, not downtown. The Board still needs to approve 1) Funding for COM; 2) In connection with funding, the project location; 3) Site authorization, if constructed downtown. The Facilities Committee has discussed items 1 and 2, but not the full Board.

**Q. Is there a business plan? (Several members)**

A. Yes. However, this was not included in the meeting materials.

**Q. Does the Board need to authorize USF to expend the \$5 Million to plan the project? (Several members)**

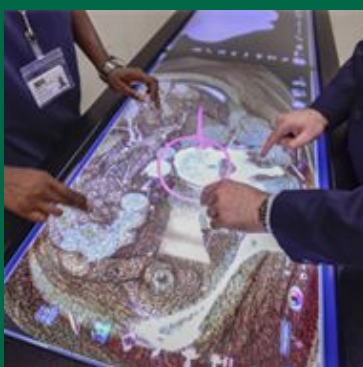
A. Yes. (The Committee took action to release the \$5 M).

# USF HEALTH

- MORSANI COLLEGE OF MEDICINE
- HEART INSTITUTE



## A Plan for a Downtown Tampa Facility



# Executive Summary

**The USF Health Morsani College of Medicine (MCOM) critically needs a new facility to adapt to contemporary medical training requirements, compete for outstanding students and ensure their success. Our students deserve an educational setting that both meets today's standards and can rapidly adapt to the changing educational and technological requirements of modern 21st Century medical education. We base this recommendation on the following rationale:**

1. Today's MCOM is housed in a 40-year -old facility designed for a large lecture hall-based curriculum. It has limited functionality for information technology, simulation and multi-media needs and is strained to meet the requirements of the modern medical classroom, which emphasizes newer modes of smaller, team-based, technologically intensive, simulation-dependent learning.
2. The Building Facility Condition Index is rated "Poor," as determined by the National Association of College and University Business Officers.
3. While a new facility on the main USF campus in North Tampa was originally contemplated, the opportunity provided by a generous donation of land in a soon to be developed amenity-rich, highly accessible and pedestrian-friendly site in downtown Tampa dramatically changes the landscape and offers a much better fit in developing an ideal solution for USF.
4. The new downtown Tampa MCOM facility can be built at no total additional PECO cost to the State of Florida than was proposed at the main USF campus. The move will also not cause any increase in student tuition or fees.
5. The proposed downtown location brings the MCOM in close proximity to USF's primary teaching hospital, Tampa General Hospital (TGH), a relationship consistent with 72 of the top 75 *U.S. News and World Report's* ranked medical schools. It also accommodates the strong preference of our medical students.
6. This location is a short walking distance from the USF Health Center for Advanced Medical Learning and Simulation (CAMLs), which is the nation's largest such facility that houses some of the worlds' most sophisticated medical simulation equipment.
7. The proposed downtown location is strongly supported by our USF medical students. It will enhance their training, improve their quality of life, and not impact the cost of their education.
8. The current USF Health site on the main North Tampa campus is constrained by traffic congestion and parking shortages which impede growth of other USF Health programs critical to meeting Florida's workforce needs, such as nursing. A new facility downtown would free up existing on-campus space to allow USF Health to contemplate future expanded enrollment in high-demand healthcare fields.
9. The downtown site will not just be transformational for USF and the healthcare community; its impact will be a boon to downtown community and felt throughout the entire region.

USF is grateful for the support and funding already provided to the project by the Florida Legislature and Gov. Rick Scott for the planning phase of the MCOM project, in addition to funding for the new USF Health Heart Institute. This Institute will put Tampa Bay at the forefront of addressing heart disease. Despite heart disease being the leading cause of death on a national,



state, and local level that creates massive public expenses, it is in dire need of biomedical research to produce more effective, more efficient and less costly treatments. While this facility had been originally slated for the main USF campus, given the incredible opportunities for synergies with community partners, USF now proposes to co-locate the USF Health Heart Institute with the new MCOM building in the downtown district. This location will enhance recruitment of top cardiovascular researchers, support clinical and translational research opportunities to advance public health, increase MCOM NIH funding levels, and improve the rankings of MCOM and our partner, TGH, on the U.S. News and World Report survey and comparable national surveys.

The proposed downtown Tampa location for the USF Health Heart Institute, coupled with MCOM, provides a host of advantages, including:

1. Close proximity to TGH, USF's primary cardiology faculty practice site responsible for most of the university's inpatient and outpatient services and all inpatient clinical trials.
2. Proximity to CAMLS, which has among the world's most sophisticated cardiovascular simulation equipment to enhance fellowship training and serve as a platform for continuing medical education programs to improve the quality and value of cardiac care in Florida.
3. Proximity to the USF Health Tampa Bay Research and Innovation Center (TBRIC) at CAMLS, which utilizes multidisciplinary teams of healthcare providers and engineers to assist medical device companies in the entire medical device lifecycle.
4. Enhanced opportunities to develop and support affiliated downtown biotechnical companies — given the confluence of our researchers, TGH's vast cardiac clinical volume, TBRIC and the abundance of planned corporate space in the district.
5. Greatly enhanced opportunities for USF MCOM-TGH-based resident and fellow trainees to participate in basic and translational research, which should greatly improve the national competitiveness of our Graduate Medical Education (GME) programs.
6. Greatly enhanced opportunities to recruit top NIH-funded Heart Institute faculty because of all the factors listed above, as well as location of labs in a vibrant, amenity-rich, waterfront urban environment.

**Combined, these two projects, the new MCOM and USF Health Heart Institute sited in downtown Tampa will bring together superior medical education, clinical care, and translational research to improve patient care and health outcomes. Moreover, as an anchor for one of the Nation's largest urban development projects, the downtown location will also be a major driver of Tampa Bay's economic growth. The incremental regional biomedical sector economic benefits created by locating the Heart Institute downtown should be recognized and are projected to be in excess of \$72 million.**

## Alignment with the Board of Governors Strategic Plan

The relocation of the MCOM downtown will support key goals as outlined in the Board of Governors' State University System Strategic Plan to enhance Excellence, Productivity and to meet Strategic Priorities for a Knowledge Economy. These include:

*Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.*

The new downtown location will help USF attract high quality faculty and students, thus lifting the quality and relevance of the entire institution, as well as the reputation of the State University System.

*Increase access and efficient degree completion for students.*

Moving downtown provides students better access to their primary teaching hospital, Tampa General Hospital, as well as world-class medical simulation training facilities at CAMLS – just a few blocks away from the proposed MCOM site. Many of USF’s medical students already live in closer proximity to the proposed new location of the medical college than the current on-campus site.

*Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities.*

Not only will the project provide access to STEM and Health fields at the new downtown site, but USF will have more flexibility to free-up space on its main campus to contemplate the expansion of existing, evolving and emerging areas of critical needs – such as nursing, physical therapy and public health.

*Increase research activities to help foster entrepreneurial campus cultures.*

Moving in closer proximity to USF’s main teaching hospital and CAMLS, in the heart of a vibrant city center characterized by dynamic new development and a hub of healthcare activity, will cultivate an environment rich in research and entrepreneurial spirit.

*Attract more research funding from external (includes federal and private) sources.*

Better faculty and student recruitment brings stronger research productivity and support from a variety of sources. The Heart Institute alone projects an increase of \$28 million in funding.

*Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement. Increase faculty and student involvement in community and business engagement activities.*

Close connection with the Tampa Bay business community, TGH, and other health entities downtown will open up myriad opportunities for students and faculty. The Hillsborough Board of County Commissioners, the City of Tampa leadership, and the Tampa Bay Partnership are strongly in support of this proposal.

*Increase the percentage of graduates who continue their education or are employed full-time.*

With close proximity to USF’s main teaching hospital, as well as the added benefits of location in the thriving urban core community, students have repeatedly expressed great support for moving downtown. These added benefits will no doubt incentivize students to remain on track in their classes and seek employment in Tampa Bay following graduation. Physicians who attend medical school and residency in the same state have a 65% likelihood to stay in state, thereby decreasing outmigration of talent and augmenting areas of workforce need.

## Student Success

### HOW STUDENTS WILL BE POSITIVELY IMPACTED BY A DOWNTOWN LOCATION

Students overwhelmingly support the move to a downtown campus. Key considerations in the move are:

- Student tuition and fees will not increase as a result of a move downtown; the in-state tuition rate for the USF MD program has not increased since 2012-13.
- A downtown location will enhance USF’s ability to recruit high-quality students and faculty;

- Proximity to the clinical training at our primary teaching hospital, TGH, is strongly desired by our medical students;
- In a recent survey, 84% of student survey respondents believe that establishing the MCOM downtown will have a large to very large positive impact on students' educational experiences;
- A survey of highly competitive students who were accepted but did not choose to attend USF's MCOM revealed that a downtown location proximate to TGH would have changed their minds;
- More USF medical students currently live within two miles of the downtown site than near the main USF campus.

Students are the heart of a medical college. Meeting their academic, professional, social and health needs is not just paramount to the success of USF but to the development of the next generation of healthcare providers and leaders. At the center of USF's downtown plan is the positive impact that it will have on MCOM students. Among the many benefits, this proposal:

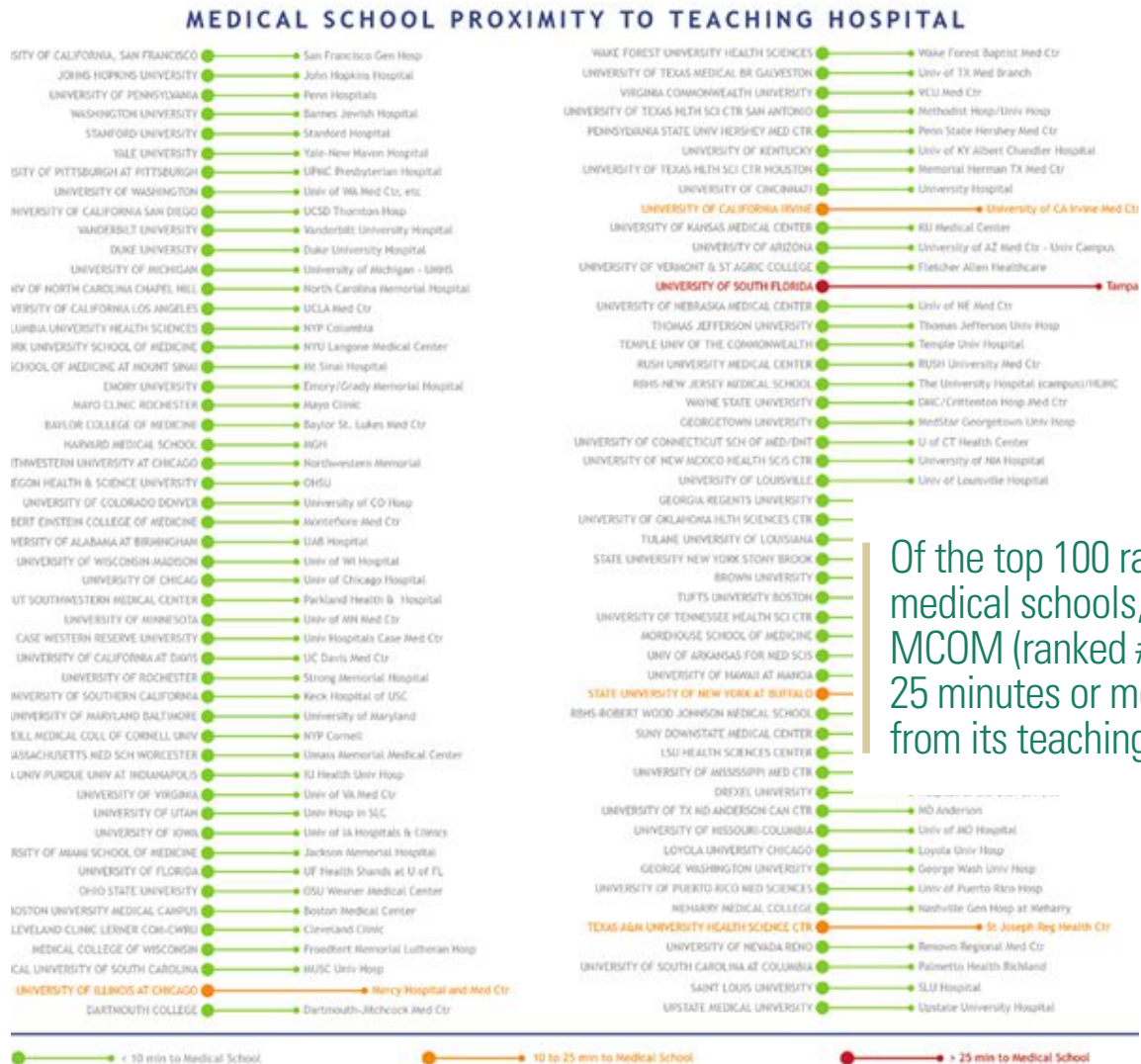
- Provides students access to services and programs on par with the leading schools in the country;
- Assures that the project will not increase costs to the students. The cost of tuition and fees will not go up as a result of the downtown plan – as they have not since 2012-13;
- Galvanizes the students and recognizes their voice in the process. Students realize the positive impact that the downtown plan will have on their medical education and they overwhelmingly support the downtown MCOM plan;
- Provides benefit for all USF Health students. The additional capacity created on-campus by the MCOM relocation will provide USF the option and ability to grow other high-demand, critical workforce-need programs on the main campus. It will also reduce traffic congestion and chronic parking shortages.

## AN EXCELLENT LEARNING ENVIRONMENT TO ATTRACT THE BEST AND THE BRIGHTEST

The proximity of any college of medicine to its major teaching hospital is crucial. Successful medical schools put a premium on co-locating their educational and clinical delivery components in an efficient and attractive environment. This relationship better facilitates student-faculty interactions, as well as fosters better scientific collaboration. A comprehensive review of the national facility landscape reveals that:

- Of the top 75 medical schools ranked on the U.S. News Survey, 72 (or 96%) are within a 10 minute drive of the affiliated hospital. (USF's MCOM is currently about a half-hour drive away from TGH, depending on traffic.)





■ Aside from USF, three other highly regarded schools are also currently addressing this problem and relocating to be closer to their academic teaching hospitals:

- SUNY at Buffalo (ranked #84) is now 15 minutes from its major teaching hospitals. The school has broken ground on a new facility with a new downtown location to open in 2017. The move to the downtown area will place the medical school in direct contact or close proximity with Buffalo General Medical Center and Women and Children's Hospital of Buffalo. This project will create the Buffalo Niagara Medical Campus and has been heavily supported by the State of New York to create an economic engine to revitalize downtown Buffalo. Of note, the year after SUNY announced the move and submitted plans and drawings, medical school applications increased, bucking a trend of declining applications in upstate NY.
- Michigan State (ranked #103) recently relocated two of its campuses (Grand Rapids and Flint) to more downtown and proximate locations.
- The University of California at Davis moved its medical school to downtown Sacramento in 2005 after being cited by the Liaison Committee on Medical Education (LCME), the national medical education accrediting agency, for substandard teaching facilities. Fortunately, their move has been a great success with a recent LCME commendation that the new facilities enhanced teaching. In addition to being lauded by the LCME at its next accreditation site visit, the move has been well-received by clinical faculty and students. And the proximity of the education component of the campus to the teaching hospital has greatly improved student access to in-patient clinical experiences, enhanced early clinical shadowing opportunities, and provided added exposure to preceptors and mentors.



- The existing USF MCOM facility is graded inferior to 80% of medical schools in the U.S. in terms of facility quality, according to the National Association of College and University Business Officers.
- While MCOM students and faculty fare well in comparison to their peers at the nation's preeminent medical schools, MCOM's existing campus and facilities are not in line with the teaching environments offered by the nation's highest ranked schools.
- As a result, the current site on the main campus puts MCOM at a competitive disadvantage.

The existing MCOM facilities on campus were designed for a different era of medical teaching, when classroom instruction was the primary focus rather than hands-on clinical exposure. Medical education has undergone a transformation, with successful students spending much more of their time in early clinical exposure and simulation environments. Current MCOM students spend more than 50% of their time outside of the classroom in simulation labs and at teaching hospitals. The downtown location creates a central hub for students to provide them additional opportunity to reinforce and expand on their clinical learning.

Due to its age and structural features, MCOM's current facility has not kept pace with these curricular changes and, as a result, MCOM's current teaching platform is operationally inefficient and not conducive to modern medical education.

- The drive time between the main campus and downtown clinical settings is an operationally inefficient arrangement that forces students and faculty to spend more time in their cars than learning and teaching.
- The downtown facility will provide MCOM students with a state-of-the-art, world class platform for training in medicine with a focus on small-group learning, information technology, simulation and early clinical experiences that are equal or superior to the majority of medical schools in the U.S.
- In the past, separating MCOM from the main campus might have detracted from the inter-professional aspects of health and interaction of students. However, in today's medical learning environment the majority of inter-professional student interactions occur primarily in clinical settings, which are located downtown at TGH/CAMLS. Thus, there will be more interactive engagements and chance encounters at these locations.

## NO INCREASED COST TO STUDENTS

**Student tuition and fees will not increase as a result of the downtown facility.** USF is committed to keeping the cost of a medical education as affordable as possible. This is evidenced by the fact that the USF Board of Trustees has not raised the resident tuition rate for the MD program since 2012-13. USF is further committed to keeping other cost-of-living expenses for MD students as low as possible through relationships with our partners in the community.

The developer and USF have agreed to work together to collectively control the cost of parking to ensure that it is comparable to parking costs on campus. USF is further committed to absorbing any incremental costs to students, should there be any. Conversely, parking is currently the leading source of MCOM medical student complaints and frustration on the main campus based on their recent LCME IPA survey. Given the downtown district-wide parking strategy, the downtown facility will afford medical students transit alternatives and far better parking solutions at no additional cost.

USF has identified and will communicate availability of a myriad of housing choices in or near downtown that are equivalent to what students currently spend on housing near the main campus. Currently, there are more MCOM students living within a two-mile radius of the proposed downtown site than there are medical students living within the same proximity to the main campus.

While maintaining the same tuition levels and fees, USF will be able to provide MCOM students with equal or enhanced amenities and support at the downtown facility that they currently receive on campus, all in a more satisfying and user-friendly exciting urban environment. These include:

- Access to outstanding nearby health and fitness clubs;
- Library, cafeteria, and IT support on site;
- Access to the WELL (the Wellness, Engagement, Leadership, and Learning center). The WELL downtown, like the WELL on the USF Tampa campus, will include student affairs, financial aid, registrar services, and USF Health Service Corps;
- Multiple spaces for students to meet and study, from open lounges and a computer bar to enclosed conference rooms and quiet study spaces;
- Students will have greater access to the rich amenities, arts, restaurants, entertainment, and learning centers planned for the downtown district and concentrated within one to three blocks of the college.

## STUDENTS SUPPORT DOWNTOWN

In a recent USF Health survey (Jan. 15-18, 2015) of 246 current USF millennial medical students in all four classes regarding their opinions on a downtown location, the results were overwhelmingly positive:

- 84% of all respondents believe that establishing the MCOM downtown will have a large to very large positive impact on students' educational experiences.
- 84% believe establishing a medical facility downtown will have a large or very large positive impact on the college's reputation.
- 92% believe a new medical facility downtown will be attractive to prospective students.
- 80% believe a new medical facility downtown will receive greater philanthropy.
- 84% are in favor, overall, of the new medical facility downtown.

## The Morsani College of Medicine

The MCOM's current facility has not kept pace with the changing way medicine is taught and it is not on par with MCOM's peer group medical schools. The process of teaching medicine has changed significantly since the USF College of Medicine facilities were constructed in the late 1960's and early 1970's. Whereas previous generations of medical students spent the majority of their time in didactic learning in classrooms, today's medical students have "flipped" the classroom, spending a greater percentage of their time in interactive engagement in clinical simulation labs or at the teaching hospital.

Over the past several years, the USF Health MCOM has gone through unprecedented growth of faculty and clinical programs but our educational and research programs have been restrained by inadequate facilities. USF Health and MCOM continue to press forward towards its goals of national prominence, enhanced research infrastructure, creative educational models, entrepreneurial academic approaches and interdisciplinary mindsets but require these new downtown facilities to fully realize these goals. To achieve this USF must reengineer processes to take the best that the USF Health MCOM has been and catapult that to the next phase of excellence. The new medical campus in downtown Tampa has many goals but a primary purpose is to bring together education, translational research, and high quality patient care under one roof.

Through the generosity of Mr. Jeff Vinik, the University of South Florida Board of Trustees will be granted a fee simple ownership of the unimproved, new location via a special warranty deed from Crestline Acquisition Group, LLC. Additionally the City of Tampa and Hillsborough County are slated to reimburse Mr. Vinik's Strategic Property Partners up to \$30 million in street and infrastructure improvements to create a site that is ready for construction. In addition, the Strategic Property Partners are constructing a medical office building and parking garage on the site with an estimated value of \$90 million. The land donation creates an extraordinary opportunity for the university that would otherwise not exist or be cost prohibitive.

## A DOWNTOWN CAMPUS PROMOTES SYNERGY WITH TGH AND CAMLS



A downtown Tampa location will resolve MCOM's primary facility deficiencies while placing students within five minutes of both a world-class simulation learning space (CAMLS) and USF's primary teaching hospital, TGH, where they conduct the majority of their clinical rotations. No other location in the greater Tampa Bay region offers this combination of synergy, accessibility and dynamic learning environment.

■ Currently, third and fourth-year medical students spend nearly 40% of their time at TGH and surrounding clinical facilities, including the USF Health South Tampa Center for Advanced Healthcare adjacent to TGH. Through the Doctoring Clinical Experience, a substantial group of first- and second-year medical students gain early supervised clinical experiences while shadowing community physicians at TGH and surrounding facilities. The close proximity to TGH and other facilities downtown will greatly improve physician access to senior medical students, shadowing opportunities, preceptors, mentors and a diverse population of patients. The downtown campus is also far closer to student rotation sites in St. Petersburg, Pinellas County, including All Children's Hospital, their primary pediatric training site.

■ Due to the distance from main campus, training activities at CAMLS are limited, particularly for first- and second-year medical students. Both medical students and faculty have frequently voiced a desire to spend more time at CAMLS given its world-class, state-of-the-art, high-fidelity simulation and educational space.

■ USF is a global research university ranked 27th in federal research expenditures for public universities and is one of the fastest growing public research universities in federal funding. In fact, the MCOM leads the University's aggressive drive to achieve the fastest growth of federally sponsored research in the nation. However, current funding has been focused in oncology research at the H. Lee Moffitt Cancer Center and diabetes clinical trials. The proposed downtown Heart Institute will expand our research repertoire and funding levels. Combined with the expansion of neuroscience research at the Byrd Alzheimer Center on the main campus, we believe that MCOM is poised to move to the top quartile of NIH funded schools within a decade. Moreover, co-locating the MCOM and USF Health Heart Institute will bring together researchers, clinicians, educators and students in ways not previously possible. Students will have more access to basic and physician scientists as well as clinical researchers.

■ The new downtown corridor of health intellectual capital (Heart Institute-CAMLS/TBRIC/TGH) will create a critical mass, which should foster a stimulating environment that engenders better science, teaching, innovations and care, as well as

collaboration with biotech firms. True excellence requires creating a virtuous cycle where all three mission areas – teaching, research and service – complement and enhance each other.

While the current MCOM facilities began in an era when professors lectured in front of large classes, future USF Health MCOM facilities will need be flexible to meet the needs of the curriculum, which requires students to work more in groups and fully incorporate technology into their classwork. As medical education transitions into digital learning methodologies, a new building will become more of an “idea lab” – a core laboratory for technology-based learning. Even anatomy is now taught virtually with limited cadaver dissection. Thus, technologically sophisticated infrastructure is needed to replace the lecture halls of the past.

## The Heart Institute

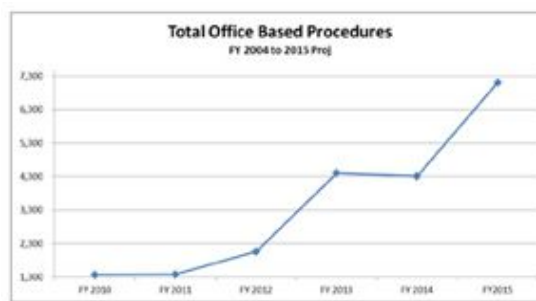
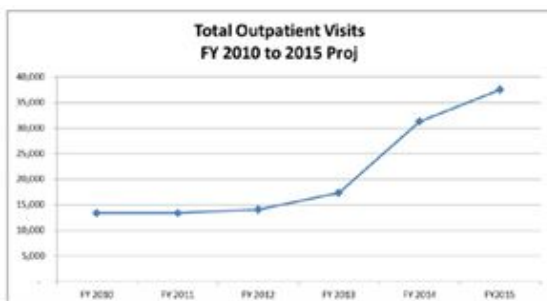
### USF HEART INSTITUTE IN DOWNTOWN TAMPA

The USF Health Heart Institute will conduct basic, translational and clinical research, and provide cardiovascular disease related care. At its core, the Institute’s research activities will address the root causes of cardiovascular diseases, and will translate knowledge into novel therapeutics and diagnostics to improve treatment and quality of life. As described and approved by the Board of Governors, authorized by the Legislature, and signed by Governor Scott, the Institute will focus and leverage these strengths and elevate the region to national prominence.

Tampa General Hospital has one of the busiest cardiac transplant, cardiac surgery and invasive cardiology programs in the nation but in order to achieve “Top 10 *U.S. News & World Report*” ranking, it requires enhanced academic productivity and it currently is impeded by a lack of ready collaboration with USF Health.

The placement of the Heart Institute at the downtown location will enhance a primary goal of the USF mission, which is to achieve national prominence in research. The downtown location provides a host of synergistic benefits:

- Close proximity to the clinical activity (inpatient and outpatient) and clinical trials of the MCOM Department of Cardiovascular Sciences;
- Close proximity to CAMLS and TGH and its active cardiovascular surgical programs;

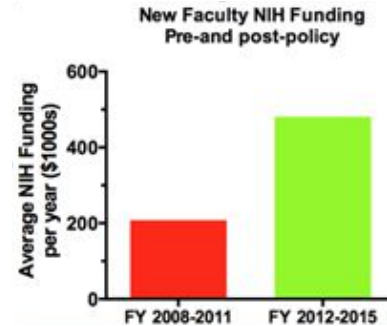


- Promotion of the public-private model of technology development by biotech and health-related companies in close proximity to the facility;
- Educational opportunities for students, residents and clinical fellows: The close proximity of the patients to the laboratories is the ideal setting for 3rd and 4th year medical students, residents and clinical fellows who are stationed at TGH.
- Enhanced opportunity to recruit Institute faculty.



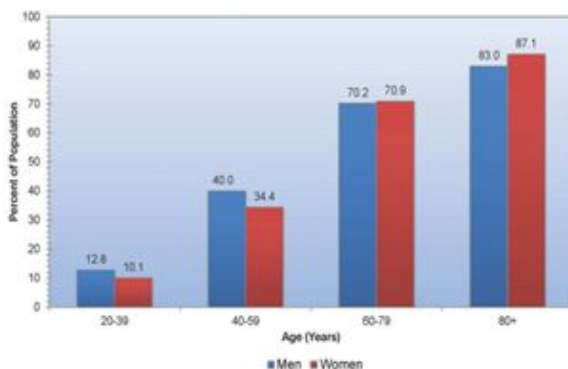
## THE NEW HEART INSTITUTE WILL INCREASE GRANT FUNDING

- At least \$28 million per year in additional NIH research expenditures is anticipated when the new facility is at full capacity.
- The more favorable downtown location is expected to decrease the time of program ramp-up by as much as 60%, from 12-15 years to reach \$28 million in NIH funding to only 5 years. The downtown campus accelerates this curve because investigator access to funds is largely dependent on co-localization with TGH, so funding opportunities for grants will be larger. Without co-location it will simply take longer to recruit investigators to USF as opportunities will not be viewed as competitively or attractively.
- The pro forma is grounded in the demonstrated success of the past three years. Any new hire must be of national prominence in his or her field as determined by objective criteria, and must have a National Institutes of Health (NIH) grant generating at least \$300,000 per year in research.



Average grant funding per new faculty for the three years before and after institution of the policy.

## THE PUBLIC HEALTH IMPACT AND IMPERATIVE FOR NOVEL RESEARCH



Cardiovascular disease is highly prevalent in the population. The prevalence of cardiovascular disease ranges from approximately 34% to 87% of the U.S. population from ages 40 to 80 years.

In the greater Tampa Bay area, there were 28,139 deaths due to cardiovascular disease between 2011-2013, with a death rate per 100,000 similar to that of the national average. The cardiac service line continues to shift patient care from inpatient settings to outpatient settings, increasing the need for combined patient care and research facilities like the Heart Institute. In Hillsborough County, outpatient cardiology procedures are

expected to increase 16% from 2014-2019.

"As competition increases and traditional growth opportunities decline, cardiovascular programs must redefine their growth strategy. Given heightened demand for multidisciplinary, cross-continuum care, progressive hospitals are investing in 'disease centers' that streamline treatment and offer new avenues for growth, particularly for heart failure patients." (The Advisory Board Company, April 2013)

The pipeline from pharmaceutical firms and device manufacturers for novel cardiovascular treatments is nearly empty. Of growing concern is the population of patients who suffer from depressed cardiac function and have few novel treatment options available.

To fill this gap it is now recognized that investigators who have bench research, clinical trial and clinical care skills must work together. This effort is termed "translational research" and can propel the fight against heart disease forward through a multidisciplinary, team-oriented, research and clinical environment, which is the founding principle of the USF Health Heart Institute.

## Downtown Program and Budget for a Co-Located Facility

The total cost of the co-located MCOM and the USF Health Heart Institute is estimated to be \$152.6 million, but USF is not solely relying on state funding to complete this project and has crafted a plan that ensures Florida taxpayers will not bear additional costs related to downtown construction.

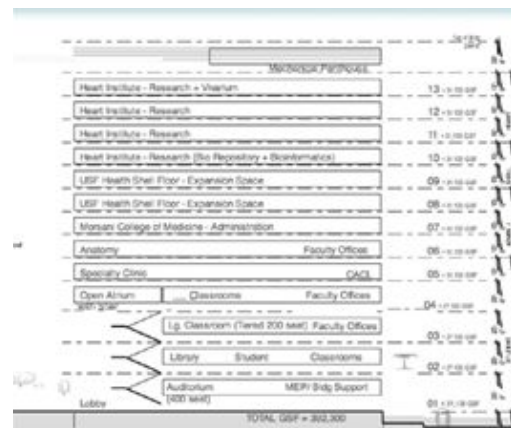
State funding for the construction of this co-located site will come in the form of two PECO requests for 2015:

- The final \$15.78 million installment of the \$50 million budgeted for construction of the Heart Institute, which has already been approved and recommended for funding by the Board of Governors.
- \$17 million to fund the first stage of construction for the Morsani College of Medicine. With the \$5 million that has already been appropriated by the 2014 Legislature and approved by Governor Scott to be allocated for MCOM project planning. The total construction cost of MCOM to the state is \$62 million whether it is constructed on the proposed downtown site or on the main campus.

State funding is coupled with the \$18 million pledged from Frank and Carol Morsani for the construction of a new medical college. A robust capital campaign will bridge the remaining need. In summary, the downtown Morsani College of Medicine and USF Health Heart Institute will be completed for the same cost to taxpayers as has been consistently pledged.

Even without the anticipated private support, USF has a number of options to reprogram the space to moderate cost without impacting student success.

Program Summary	Net Usable Area
College of Medicine	97,585
Heart Institute Labs	100,389
Auditorium/Dining/support	41,581
Faculty Offices	29,610
Clinical Trials/Care unit	8,379
<b>Total Net Useable Area</b>	<b>277,544</b>
Grossing Factor	41,632
<b>TOTAL GROSS SQUARE FOOTAGE</b>	<b>319,176</b>

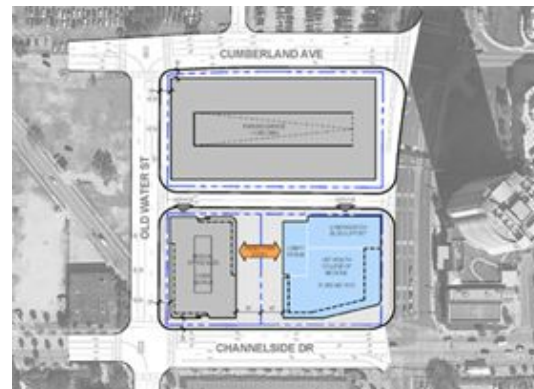


### SITE OVERVIEW

The site proposed for the USF Morsani College of Medicine is a one acre site located at the premier hard corner of Channelside Drive and Meridian Avenue in downtown Tampa.

MCOM and the Heart Institute will benefit materially from the developer's contributions to the site with:

- Approximately one-acre site donated by the developer with an estimated value of \$10 million;
- District-wide parking alternatives with no need to construct new parking;



- Road improvements, drainage and public infrastructure needs provided via a \$30 million reimbursement to the developer by the City of Tampa and Hillsborough County.

## ANTICIPATED PROJECT COSTS

Program Assumptions:	Design Target Average	
College of Medicine	97,585 net usable	
Heart Institute Labs	100,389 net usable	
Auditorium / Dining / Support	41,581 net usable	
Faculty Offices	29,610 net usable	
Clinical Trials/Care Unit	8,379 net usable	
<b>Subtotal Net Useable</b>	<b>277,544</b>	
Grossing Factor	41,632	
<b>TOTAL GROSS BUILDING AREA</b>	<b>319,176 GSF</b>	
TOTAL CONSTRUCTION	\$ 126,254,076	\$ 395.56 /GSF
TOTAL DESIGN, ENGINEERING, CIVIL	\$ 10,439,593	\$ 32.71 /GSF
TOTAL FF&E	\$ 15,958,800	\$ 50.00 /GSF
<b>TOTAL PROJECT COST</b>	<b>\$ 152,652,469</b>	
Estimated Funding	\$130,000,000	
Projected Philanthropy Need	<b>(\$22,652,469)</b>	

The team has calculated the anticipated cost to build, furnish and design the downtown MCOC and Heart Institute project. The following represents the USF estimate of project cost as well as the anticipated private support:

### Methodology to Calculate Project Costs

In order to provide the team with a most complete estimate of project costs prior to completed building design (as funds for this purpose were just recently released), the following methodology was used:

- Benchmarked USF project costs from completed science and lab projects.
  - Furniture, Fixtures and Equipment (FF&E) Costs
  - Design & Engineering Costs
- Benchmarked similar College of Medicine projects either recently completed or currently under construction throughout the country. The project and construction costs were normalized to the economics anticipated when the USF MCOM facility will be built.
- A calculated range of anticipated project costs from low to high in order to understand the potential swing in project costs to market conditions.
  - Design Contingency
  - Construction Contingency

### Benchmarked USF Project Costs

In order to inform the anticipated project costs, USF has studied costs for furniture, fixtures and equipment (FF&E) and design and engineering fees from other completed USF projects. These costs have been added to the cost model:

Item	Anticipated Costs
Furniture, Fixtures and Equipment (FF&E)	\$50.00 per Gross Square Foot
Design, Engineering and Civil Fees	10% of Construction Costs

The FF&E numbers above represent the cost to supply furniture, lab equipment and benches, as well as IT infrastructure to support the highly technical nature of current learning environments.

The Design Engineering and Civil Fees represent all fees inclusive of Architecture, Mechanical, Electrical and Plumbing Engineering, Civil Engineering and Geotechnical Engineering. There is contingency in this number to allow for engineering related to unanticipated underground conditions.

## BENCHMARKED SIMILAR COLLEGE OF MEDICINE COSTS

This analysis indicates the anticipated construction cost of the USF College of Medicine is in line with other similar projects when costs are normalized for the Tampa market and between program elements.

Comparison Medical Schools	Size (GSF)	Efficiency	Location	Yr. Complete	Original Cost	2016 Tampa Const Cost	2015 Const Cost/GSF	Major Program Elements
UCF College of Medicine	175,000	60%	Orlando	2010	\$ 53,000,000	\$ 67,473,240	\$ 386	9 % Research Lab 75 % Teaching 16 % Office
FSU College of Medicine	242,000	57.6%	Tallahassee	2004	\$ 51,000,000	\$ 102,094,997	\$ 422	32 % Research Lab 36 % Teaching 32 % Office
SUNY Buffalo / College of Medicine	600,000	55%	Buffalo, NY	2016	\$ 260,000,000	\$ 255,059,415	\$ 425	47 % Research Lab 40 % Teaching 13 % Office
ASU Health Science Education Building	286,000	n/a	Phoenix, AZ	2012	\$ 99,000,000	\$ 119,995,910	\$ 420	1 % Research Lab 1 % Teaching 1 % Office
Proposed USF COM	319,176	60%	Tampa			\$ 126,254,076	\$ 396	25 % Research Lab 61 % Teaching 14 % Office

Not all % listed will add up to 100% as some projects have auxiliary uses other than what is listed  
Numbers above are Construction cost only and do not include FFE or Design fees

## Economic Impact Analysis

The downtown site will not just be transformational for USF and the healthcare community, but its impact will be felt throughout the entire Tampa Bay Region. The direct economic impact of the research component is alone substantial.

**USF:** Grant revenues from the new faculty hired are estimated to be approximately \$28 million per year when the Institute is fully occupied. This includes an estimated \$9 million in indirect (F&A) costs that are provided by the NIH to the University to support grant-related infrastructure, grant administration and research facilities.

**Tampa Bay Region:** To estimate the economic impact of these grants to the Tampa Bay community, we utilized two reports that examined the relationship between federal research funding and local economic activity. In a report to Congress using the Regional Input-Output Modeling System (RIMS II) created by the U.S. Department of Commerce, the overall impact of NIH funding on each state's economy was estimated. This econometrics model measures the extent to which an investment in one industry affects all other industries in that region, and ultimately, the region's economy. It includes hundreds of economic multipliers to measure the impact of new spending in different industries. The key outputs measured were the increased value of goods and services produced in the state, the number of jobs created, and employee earnings. Using this model, on average, each dollar of NIH funding going into a state was doubled in local economic output.

Another study, commissioned by the AAMC, utilized the consulting company Tripp Umbach to examine economic benefits of federal and state funded research. Using a similar methodology they concluded that for every dollar of research funding received, \$2.60 was generated in local economic growth. Thus, the Heart Institute alone should drive \$56 million to \$73 million in local economic activity.

Beyond these effects of NIH dollars on state and local economies, there are substantial related impacts. These include patent



applications and licensing of technologies for local commercial development. In addition, cutting-edge research generates local biotech start-up companies.

## The Way Forward

The current campus is at capacity and cannot accommodate growth in place. Construction of a new MCOM will be a major step in providing a platform to execute the long-term strategic vision for USF by liberating space for needed campus growth. While the initiatives discussed in this report are not part of the current request for state funding, in response to questions from the Florida Board of Governors is discussion of various options for maximizing further opportunity as a result of the downtown location. These options - some of which can be realized through public-private partnerships and philanthropy - support other high-demand disciplines such as nursing, pharmacy and physical therapy which would meet the healthcare and workforce needs of Florida.

In essence, the downtown decision is a driver of future on-campus possibilities. It is important to note there is a wide gamut of choices going forward. Approval of this project, however, in no way obligates the State to fund additional renovation to accommodate other USF Health programs. Rather, it will provide the setting to consider a range of possibilities in several years, with variable costs and returns on investment.

We are collectively presented with a unique opportunity. The confluence of several generous gifts, at a time when two meritorious projects, the new Morsani College of Medicine and the Heart Institute, were advancing through the process for approval, provides us the strategic moment to provide crucial proximity of these facilities to our key teaching sites. The net effect is a facility that rises to the level of our students' potential, without burdening either our students or the citizens of Florida with increased costs, while simultaneously offering great benefit to our community, economic development for the state of Florida, and great progress toward the goals of the State University System's Strategic Plan.

**BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA  
PROPOSAL TO RELOCATE A TYPE I, II, OR III CAMPUS, OR SPECIAL PURPOSE  
CENTER**

University of South Florida

**University Submitting Proposal**

2018

**First Term at Future Location**

(First term student instruction will be offered at the future location)

0001

TBD

**Current Site ID** (for the site that will be relocated)**New/Existing Site ID** (destination site)

Site Type 01 – Main Campus

**Current Type of Educational Site**

(Type I, II, or III Campus, or Special Purpose Center – site to be relocated)

Site Type 2A – Type I Campus

**Future Type of Educational Site**

(Type I, II, or III Campus, or Special Purpose Center – destination site)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing or relocating an educational site have been met prior to the initiation of the first course offerings.

Dec. 4, 2014

**Date Approved by the University Board of Trustees****President****Date****Signature of Chair, Board of Trustees****Date****Vice President for Academic Affairs****Date**

Under Projected Enrollment, provide headcount (HC) and full-time equivalent (FTE) student enrollment estimates by level from Table 1 in Appendix A for Years 1 and 4, or the Final Year of implementation if it exceeds four. Under Projected Costs, provide revenues and expenses from Table 2 and capital project costs from Table 3 for Years 1 and 4, or the Final Year if it exceeds four.

Projected New Site Enrollment (Table 1)			
		HC	FTE
Undergraduate	Year 1		
	Year 4		
Graduate	Year 1	724	728
	Year 4	794	831

Projected New Site Costs (Tables 2 and 3)				
Operational				
	E&G Funding	Other (Contracts & Grants, Auxiliary)	Capital Projects	Total* Cost
2015-16	40,969,978	17,068,895	94,757,735	152,796,608
2016-17	42,099,369	15,084,336	29,756,124	86,939,829
2017-18	42,499,369	19,576,493	28,138,610	90,214,472
2018-19	49,917,867	25,973,666	0	75,891,533

\*Includes dollars appropriated prior to year 1;  
Includes both state and private support

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 3 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.*

### **Additional Data Needed for the Educational Sites Inventory**

USF Health Morsani College of Medicine

**Educational Site Name - Current Location** (site to be relocated)

12901 Bruce B Downs Boulevard, Tampa, FL

**Physical Address of the Current Location**

(US Site: address, city, state, zip) (International site: street address, number, city, county/ province, country) (site to be relocated)

**Last Term at Current Location**

(Last term student instruction will be offered at the current location)

n/a

**Teach Out Term**

(current site)

**Activity Cessation Date**

(Effective date when all activities cease at current site)

USF Health Morsani College of Medicine

**Educational Site Name - Future Location** (destination site)

Meridian Ave. and Channelside Drive, Tampa, FL

**Physical Address of the Future Location**

(US Site: address, city, state, zip) (International site: street address, number, city, county/ province, country) (destination site)

## **I. Introduction**

### **A. Provide a short description of the project and rationale for the request to relocate an educational site, including the main purpose for this site (research, instruction, administration, student services, etc.).**

USF Health critically needs a new Morsani College of Medicine (MCOM) to address significant facility issues and remain competitive with a facility that meets both today's standards and can accommodate modern 21st century-medical education. Furthermore, USF recently received from the Legislature and Governor Scott the majority of funding necessary to construct a new USF Heart Health Institute to address major programmatic needs as well as leading national, state, and local health concerns.

Combined in downtown Tampa, these projects will provide superior interdisciplinary medical education, clinical care, and translational research – all designed to improve patient care and health outcomes in a dynamic medical environment that provides optimal educational and training opportunities for students. This facility will allow USF Health to:

- Maximize student success
- Create student and faculty learning synergies with closer proximity to the USF Center for Advanced Medical Learning & Simulation (CAMLs) and Tampa General Hospital (TGH)
- Enhance academic integration through co-location of core medical educators
- Expand and diversify valuable NIH and other revenue-generating research
- Assure a significantly greater impact on area economic development

USF medical students overwhelmingly support the move to a downtown campus. Key considerations in evaluating the impact on students include the following:

- Student tuition and fees will *not* increase as a result of this relocation
- A downtown location will enhance USF's ability to recruit more high-quality faculty thus ensuring greater student learning opportunities
- In a recent survey, 84% of students responded that establishing the Morsani College of Medicine downtown will have a "large" or "very large" positive impact on students' educational experiences
- Greater proximity to clinical training sites at TGH for medical students
- More medical students already live within two miles of the downtown site than the main campus

At the same time, this move will relieve current high student density and free space on the main campus to enhance and grow healthcare programs identified by the Board of Governors as high-need and high-demand particularly in such programs as nursing and physical therapy.

**B. Provide a short narrative assessment of how the relocation of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.**

The relocation of the USF Health Morsani College of Medicine will support each goal in the Board of Governors State University System Strategic Plan to enhance Excellence, Productivity and to meet Strategic Priorities for a Knowledge Economy. Those goals are to:



- **Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.**
  - *The new downtown location will help USF attract more highly qualified faculty and students, thus elevating the quality and relevance of the entire institution as well as strengthening the reputation of the entire State University System.*
- **Increase access and efficient degree completion for students.**
  - *More USF's medical students currently live within two miles of the proposed site than the existing on-campus site. Relocating to a downtown site will create greater ease and efficiency for those students while helping them graduate on time and enter the workforce. It will also provide students better access to their primary teaching hospital, Tampa General Hospital, as well as the university's world-class medical simulation training facilities at CAMLS, a site only a few blocks away from the proposed new medical school site.*
- **Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities.**
  - *Not only will there be greater student access to community-based professionals in STEM and Health fields at the new downtown site, but USF will be able to free-up space on its main campus to expand existing, evolving and emerging areas of critical needs such as nursing, physical therapy and occupational therapy – subject to BOG priority and availability of state funds.*
- **Increase research activities to help foster entrepreneurial campus cultures.**
  - *Moving in closer proximity to USF's main teaching hospital, where the volume of cardiovascular procedures is among the nation's highest, will expand the training opportunities for students in that specific field. Also, the Heart Institute portion of the facility will have new state-of-the art space to allow top-quality researchers to perform critically needed cardiovascular research. Both students and faculty will have greater access to CAMLS simulation and research. All of these research activities -- performed in a vibrant downtown entrepreneurial environment-- will foster rich learning opportunities.*
- **Attract more research funding from external (includes federal and private) sources.**
  - *The coexistence of three state-of-the-art facilities, CAMLS, TGH, and a new medical education and research complex will provide great leverage in the search for external grant funding from all potential sources federal and private. Research funding cannot be procured without sufficient facilities to attract highly productive researchers*

*and the equipment necessary to conduct cutting-edge research. While medical research funding at USF has grown significantly in the past decade, its future potential will be restricted without a concomitant growth in the state-of-the-art physical space represented by the new downtown site.*

- **Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement; Increase faculty and student involvement in community and business engagement activities.**
  - *Close connection with the Tampa Bay business community, Tampa General Hospital, and other health entities in the downtown area will open up myriad opportunities for public service activities and community engagement for our students and faculty. Closer physical proximity to the heart of the community will provide a greater sensitivity and outreach to the needs of those in the community.*
- **Increase the percentage of graduates who continue their education or are employed full-time.**
  - *The proposed downtown medical facility places students and faculty in the thriving center of workforce development and places both further academic growth and workforce opportunities in greater proximity to the facilities where student clinical and technical skills will be honed and nurtured. The accessibility to a vibrant metropolitan area explains why students have repeatedly expressed strong support for a potential move to the downtown area. These added benefits, proximity, opportunity, and accessibility, will incentivize students to remain on track toward graduation. Furthermore, a large portion of our MDs elect to stay at USF for their residence requirement increasing the likelihood that they will remain in Florida to work. For the planned PA program, USF will specifically target students who are current state residents, this program will likely see graduates who choose to remain in Florida after their education, thereby meeting the goal of increased community and business workforce.*

The medical programs housed in a new downtown location will provide significant leverage for USF to meet the goals and objectives of its own complementary Strategic Plan's goals to:

- **Create well-educated and highly skilled global citizens through our continuing commitment to student success;**
  - *Students at the relocated Medical School will have access to the full array of student services and personalized attention of faculty – promoting successful progress through the curricula as well as their ability to graduate on time. Specifically, proximity to their primary*

*teaching hospital at TGH and CAMLS will foster mentorship and training opportunities.*

- **Develop high-impact research and innovation to change lives, improve health, and foster sustainable development and positive society change;**
  - *The primary focus of the USF Morsani College of Medicine is changing lives through impactful health research, teaching and service. Synthesizing this effort in a metropolitan hub will focus that energy in greater intensity and bring it closer to the patients and community members who need it most. Meanwhile, attracting more world-class faculty and students will translate into enhanced research and innovation.*
- **Build a highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy;**
  - *This project has been called a “game changer” by those in Tampa Bay’s most influential economic and civic circles. It promises to elevate the region to national excellence – attracting new companies, spurring economic development partnerships and providing an educational foundation that will infuse the area with a renewed energy.*
- **Provide sound financial management to establish a strong and sustainable economic base in support of USF’s continued academic advancement.**
  - *The downtown location of the USF Medical School has already received overwhelming support across each of its constituencies, including anticipated philanthropic supporters. This location and the innovations that will be born there will unquestionably help USF establish a stronger economic base for the benefit of generations of future students.*

**C. Provide a timetable of critical benchmarks that must be met for full implementation of the relocation, which can be used to monitor progress (planning, design, funding, construction, etc.). The timetable should also include ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation.**

- Dec. 4, 2014: Relocation approval by USF BOT
- Feb. 19, 2015: Consideration for approval by BOG  
*If approved by BOG and funded by the Legislature and Gov. Rick Scott:*
- Feb. 20, 2015 – June 2015: Design-build team selection
- June 2015 – June 2016: Pre-construction design and permitting

- December 2015 – December 2017: Road/infrastructure improvements and site prep
- June 2016 – December 2018: Begin core, shell and interior build-out
- September 2018 – December 2018: Substantial construction and completion
- September 2018- December 2018: USF move-in

The MD program is fully accredited by the Liaison Committee for Medical Education (LCME). The administration and faculty are currently preparing to host the on-site LCME accreditation team and will be notified of the official outcome of its reaccreditation request by summer 2015. USF administrators are hopeful that the program will be fully accredited for another eight years, as occurred in the last cycle. The PA program is early in its application phase for initial accreditation but the administration expects to host the final site visit in summer of 2016 followed by notification of accreditation status in October 2016.

## **II. Need and Demand Assessment**

### **A. Provide a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed new location. Complete Table 1 in Appendix A to show enrollment projections for unduplicated student headcount and FTE by degree program and level.**

An increase of 46-50 SELECT students in the MD program are expected by 2017 at the current site. The PA program is a new program that, once implemented, will be offered and the headcount included in the program approval process is anticipated regardless of location. Demand for these programs was articulated in the original BOG-approved proposals. However, more recent data are provided in the following section.

Recent surveys of current USF MD students as well as individuals accepted into the USF MCOM program but did not matriculate show that a new downtown campus would result in an increase in applications for the programs. Specifically, 92% of current students indicated that a new downtown facility would be more attractive to prospective students. Furthermore, 26% of those respondents from the admitted but non-matriculating survey indicated they would have been more likely to choose USF MCOM if the campus was located on a waterfront property in a metropolitan part of a city. Of this same sample, 88% indicated that it was important to attend a medical school in close proximity to the main teaching hospital. Eighty-four percent of the current students responding to the survey believed that establishing a medical campus downtown would have a “large” to “very large” positive impact on a student’s educational experiences. These data



indicate a significant upturn in prospective student interest in USF's medical programs should a downtown location be established.

**B. Provide a detailed data-driven assessment that describes unmet local and regional workforce need for programs and services to be offered at the proposed new location. In the appendices, provide any letters of support from the local community and business interests.**

There continues to be local, regional and statewide demand for a range of healthcare programs as has been documented by studies conducted by the BOG and by the Association of American Medical Colleges. AAMC data show there will be 45,000 too few primary care physicians and a shortage of 46,000 surgeons and medical specialists during the next decade. There is a general growth in population and the "Baby Boom" generation, whose birth rate peaked in 1947, is reaching the age where health care needs are increasing exponentially while simultaneously the number of physicians available to treat Americans over the age of 65 is shrinking. The average age of medical doctors is also increasing adding to a potential crisis in the availability of highly trained physicians. Nearly one-third of all physicians will retire in the next decade even as more Americans need care.

At the same time, the competition for top undergraduates seeking medical school admission is also expected to increase as U.S. medical school enrollment grows. First-year medical school enrollment has increased by over 20% in the past decade and is projected to increase by almost 30% by 2018-2019. Of the 125 schools that were accredited in 2002, 41 (33%) are projected to grow from 2014 to 2018. By comparison, six of the 16 schools accredited since 2002 (38%) are projected to grow their enrollments during that period.

Demand for physician assistants is equally high as demonstrated by a surge in recent applicants seeking entrance into Physician Assistant programs. As articulated in the BOG-approved proposal for the USF PA program, there are just two members of the State University System offering PA programs – both a great distance geographically from Tampa Bay. USF is eager to help meet this growing statewide demand.

According to the Board of Governors' initial findings in its in-depth workforce gap analysis for healthcare fields in Florida, there continues to be a substantial need for new physicians, physical therapists and other medical technologists. There is also an acute and growing demand for nurses, a workforce need so large and complex that the BOG continues to analyze its impact on the State University

System. The chart below shows the BOG's initial findings on these gaps, excluding nursing for the reason previously stated.

### Gap Analysis: A Sample of Initial Figures

Occupation	Annual Demand	Adjusted Supply	Initial Difference	Needs Additional Steps
Physicians	1,934	975	-959	✓
Physical Therapists	527	340	-187	✓
Dentists	511	205	-306	✓
Occupational Therapists	320	215	-105	✓
Medical Technologists	303	74	-229	
Medical and Public Health Social Workers	302	184	-118	
Veterinarians	162	94	-68	

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The new location for the USF Health Morsani College of Medicine in downtown Tampa will allow the college to maintain its commitment to meeting demand for these high-demand physicians in a variety of fields. Meanwhile, the vacated space on the main USF campus will allow USF Health to greatly expand capacity for many of those other fields recognized in the BOG's analysis, such as nursing, physical therapy and public health.

Our local and regional communities have been incredibly supportive of this proposal. Please see attached letters of support in Appendix B:

- Tampa General Hospital
- Tampa Bay Partnership
- Florida High Tech Corridor
- Tampa Mayor
- Hillsborough County Commission
- USF Morsani College of Medicine faculty leadership
- USF Morsani College of Medicine student leadership

### **III. Academic Programs and Courses**

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses currently offered at the existing location and those to be offered at the proposed new location by year four or the final year of implementation if different, using Table 1 in Appendix A. The proposed degree programs must be identified by six-digit CIP Code, by program title, and degree level. College credit certificates affiliated with a specific degree program should be identified by the six digit CIP code of that degree program. Certificates that are not directly affiliated with a degree program should be identified with the two or four digit CIP code they would be expected to fall under.**

The following USF programs are currently proposed for the downtown location:

**Morsani College of Medicine**

MD in Medicine (51.1201) Both the Core and SELECT tracks.

MS in Physician Assistant Studies (51.0912)

- B. Provide an explanation as to how the proposed degree programs and courses will be affiliated with similar programs offered on the central campus and/or other educational sites of the university. Will they be independent or an extension of existing programs? (Please see BOG regulation 8.011 (5) for more details)**

In keeping with current practice, neither the MD nor PA program will be offered at any other USF campus/educational site. Specialized accreditation standards require strict centralized oversight and management for each program.

Per BOG regulation 8.001 (5), the movement of these programs was approved by the USF BOT on [Dec. 4, 2014](#), as part of its motion to amend the USF System Five-year Capital Improvement Plan to support the College's movement downtown.

- C. Provide an assessment, supported with data, that justifies any duplication of degree programs and services that might already be provided by an existing state university or Florida College System campus in the vicinity of the proposed new location. Describe any discussions that have taken place with affected colleges and universities and provide letters of support or letters of concern in the appendices.**

Because both the MD and PA programs have already been fully approved by both the USF Board of Trustees and the Board of Governors, any issues of duplication within the State University System have previously been considered by those bodies and addressed. The Florida College System has neither medical schools nor graduate programs. As such, there will be no new impact to existing programs within in the vicinity.

#### **IV. Administration and Student Support Services**

- A. Describe the administrative structure of the new location site and how it will relate to the central administration of the university. If this will be different from the current location, please explain. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.**

As with any site, new facilities and planned student, faculty, classroom and research growth will impact operational infrastructure budgets for the following areas: post-office/receiving, courier services, clinical learning center, security/safety and the medical library, information technology student services (see sections IV, B. and C.).

While there are operational needs regardless of site for these units, the impact of a downtown campus will require some redundancy in these services. This has been estimated as follows:

##### Plant, Operations, and Maintenance (PO&M)

The State of Florida classifies buildings into seven unique categories for calculating Plant, Operations & Maintenance (PO&M) costs. Using FY15 cost factors, for a combined facility with 319,176 gsf and a Class E designation located in downtown Tampa, it is estimated that the PO&M requirement would be \$4,747,737 annually. This funding is generated by formula and the ultimate designation will be determined based on final design, utility assessments and other base factors provided by the architects.

##### Moving Costs

The anticipated moving costs associated with a downtown location will be minimal and are based on actual quotes from one of our contract movers. The majority of the costs will be incurred with the relocation of seven existing researchers and their labs to the Heart Institute (estimated at \$50k for a move to a downtown location). The remaining cost would be incurred with the move of faculty and staff offices from the Morsani College of Medicine (estimated at less than \$75k for a move to a downtown location). This will be funded through existing funds. The source of the funds is identified in Table 2 of Appendix A.



**B. Describe how the new location will provide student services, either onsite or online from the central university campus. If this will be different from the current location, please explain.**

Morsani College of Medicine programs are served by personnel in our Health-wide Shared Student Services model. In this model, a central hub is created for a particular location where all students, regardless of the academic goals they are pursuing, can receive assistance for services such as financial aid and admissions. Specific accreditation standards, however, also require certain on-site services. Therefore, a downtown Tampa facility would require the assemblage of a new team for Shared Student Services at that location. This would include approximately 6 staff at an estimated cost of approximately \$304k. This will be funded through existing College of Medicine funds. The source of the funds is identified in Table 2 of Appendix A.

**C. Provide a plan to provide library services and other instructional resources that will support the proposed programs at the new location. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.**

Additional library costs for a downtown location would be approximately \$293,000. This would cover library-related technology costs to support students and faculty on site, library resources to obtain site licenses for various book, online, and consult collections for the Heart Institute. It also includes costs for an additional librarian and two staff to meet the minimum staffing requirements needed for the facility's planned academic and research programs. This will be funded through existing College of Medicine funds.

The planned facilities must also be able to meet the highly technical academic and research demands of future medical students and NIH researchers. We expect the cost to be approximately \$1.51 million. This would include two new bio-informatic analysts who would be needed to support the new researchers at the Heart Institute. The technology support costs are broken down into three types of costs: A) those based on the square footage of the facility, which represents a basic level of IT support, B) those need for additional licenses to accommodate the expected growth in faculty and enrollment, and C) those needed for infrastructure support. This will be funded through direct grant funds and indirect grant funds through the new cardio-vascular grants. The source of the funds is identified in Table 2 of Appendix A.

**V. Budget and Facilities**

- A. Provide a projected operational budget using Table 2 in Appendix A that includes revenues and expenses out to year four, or the final year of implementation if different. Provide a narrative that explains the cost assumptions reflected in Table 2. Include the operational costs on the proposal cover page.**

Table 2 in Appendix A shows the operational costs for the Heart Institute; the request for Plant Operations and Facility funds starting in 2018 when the building is complete; and the additional \$807,000 in operation costs for the downtown MCOM delta for various services described in the written section. We are not asking for new funds for the \$807K for MCOM. Regardless of location, it is estimated that for the Heart Institute to reach optimum capacity and research productivity by recruiting physician and basic scientists with current NIH funding will require \$13.2 million in non-recurring funding to support their start-up costs and \$1.77 million will be needed in recurring funds to support faculty and staff salaries. These operating expenses are expected to be funded through a request for new state appropriations (an LBR was submitted to the BOG for this issue in 2014). While less optimal from a recruitment timing standpoint, the non-recurring LBR component could be spread out over 2, 3 or 4 years. Alternatively, repurposing of existing university funds and new base funding awards such as performance funding awards and/or philanthropic gifts could be used to offset LBR depending on BOG priorities and the availability of state education outlays.

- B. Use Table 3 in Appendix A, to identify each facility or facilities required to establish the new location, if any, and any additional facilities that will be required once the site has reached its expected size and enrollments. Include capital facility costs on the proposal cover page.**

Please see Table 3 of Appendix A.

- C. Describe ownership of the new location and provide documentation of ownership or lease agreements, to include any special clauses, easements, or deed restrictions. If the property is a gift, provide the gift agreement. Please provide information on the type of ownership if the site is leased or owned (if leased please provide information on the duration of the lease and the entity that owns the lease). If the site is joint-use please provide the name of the other entity in the joint agreement as well as the total number of students this site will serve from year 1 through year 5.**

The University of South Florida Board of Trustees, a public body corporate, ("USF BOT") will be granted a fee simple ownership of the unimproved, new

location (the "Property") via a special warranty deed from Crestline Acquisition Group, LLC ("Crestline"). The University of South Florida Foundation Inc. will also enter into a Gift Agreement with Crestline to effectuate the donation of the Property. The USF BOT will then develop the Property for the intended USF Morsani College of Medicine and Heart Health Institute at the new location. The USF BOT currently anticipates that utilities for the Property will be run through the public right-of-ways that surround the Property on three sides, however, if necessary the USF BOT will enter into any requisite private utility easements for the usage of the Property.

**D. Are the facilities by the university?**  
**( X )Owned ( ) Leased**

**VI. Addendum for International Campuses and Special Purpose Centers**

**If the proposed site is international, include a copy of any MOU or other agreements related to the site as an appendix.**

**( ) The University certifies that all requirements of BOG Regulation 8.009(3)(f) have been met.**

n/a

DRAFT



**APPENDIX A**  
**TABLE 1**  
**DEGREE PROGRAMS PLANNED AND PROJECTED ENROLLMENTS**  
**(Annual Unduplicated Headcount and FTE)**

CIP Code	Master's Degree Program Title	Degree Level	USF Tampa Campus 2014-15		Downtown Campus 2018-19		Downtown Campus 2019-20		Downtown Campus 2020-21		Downtown Campus 2021-22	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
51.0912	Physician Assistant	M	0	0	20	23.76	55	74.06	80	110.32	90	126.56
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
TOTAL MASTER'S			0	0	20	23.76	55	74.06	80	110.32	90	126.56

CIP Code	Professional Degree Program Title	Degree Level	USF Tampa Campus 2014-15		Downtown Campus 2018-19		Downtown Campus 2019-20		Downtown Campus 2020-21		Downtown Campus 2021-22	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
51.1201	Medicine (MD)	P	658	658	704	704	704	704	704	704	704	704
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL			658	658	704	704	704	704	704	704	704	704

NOTE: Add Year columns as necessary to cover the period of time needed for full implementation.

Edition 06/23/14

## APPENDIX A

TABLE 2

## SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION

Fiscal Year Ending June 30		Current Site	New Year 1	New Year 2	New Year 3	New Year 4
General Operations Revenues		2014-15	2015-16	2016-17	2017-18	2018-19
Carry Forward from Prior Year		0	1,119,436	5,490,968	592,429	1,078,386
General Revenue/Lottery - PO&M 319,176 SQ						4,747,737
	LBR State Allocations (GR Non Recurring) HEART*		13,230,280			
	LBR State Allocations (GR Recurring) HEART		1,769,720	1,769,720	1,769,720	1,769,720
	State Allocations (GR/Lottery Recurring) UME	16,800,000	17,220,000	17,650,500	18,091,763	19,900,939
Tuition/Tuition Differential and Fees UME		2,288,925	2,288,925	2,288,925	2,288,925	2,288,925
	Tuition (Marticulation) UME	22,156,930	22,156,930	22,156,930	22,156,930	22,156,930
	Tuition (Differential, 70% UG Support)	0	0	0	0	0
	Out of State Student Tuition Fees	0	0	0	0	0
Research Trust Funds (by title)						
	XYZ Trust Fund	0	0	0	0	0
Financial Aid and Academic Related Fees						
	Financial Aid	0	0	0	0	0
	Tuition (Differential, 30% Financial Aid)	0	0	0	0	0
	Out of State Financial Aid	0	0	0	0	0
	Student Technology Fee	0	0	0	0	0
	Stuudent Distance Learning Fee	0	0	0	0	0
	Other Fees (Material/Supply), Facility/Equipment, etc.)	0	0	0	0	0
Other Revenues						
	Other Convenience Accounts-DASF upon opening	0				807,775
	F&A/Grants/Endowment earnings	0	5,744,550	8,419,091	18,254,481	26,761,619
<b>Total Revenues</b>		<b>41,245,855</b>	<b>63,529,841</b>	<b>57,776,134</b>	<b>63,154,248</b>	<b>79,512,031</b>
<b>General Operations Expenses</b>						
	Compensation and Employee Benefits	26,993,895	27,668,742	28,360,461	28,360,461	30,026,490
	Undergraduate Medical Education Expenses	6,748,474	6,917,186	7,090,115	7,090,115	7,090,115
	Shared Services	100,235	100,235	100,235	100,235	316,059
	Incremental Shared and/or Contractual Services Costs	0	0	0	0	0
	Library Services/e-Collections	648,558	648,558	648,558	648,558	926,613

Contractual Services - SELECT TRANSFER	2,706,095	2,706,095	2,900,000	3,200,000	3,200,000
Plant Costs and Operating Supplies New Building	0				4,747,737
Lease Agreements					
Financial Aid, Scholarships, Stipends	2,929,162	2,929,162	3,000,000	3,100,000	3,222,078
Equipment	0	0	0	0	0
List: Shared Operational Expenses upon opening	0				388,775
List: Grant Salaries and Expenses	0	17,068,895	15,084,336	19,576,493	25,973,666
<b>Total Expenses</b>	<b>40,126,419</b>	<b>58,038,873</b>	<b>57,183,705</b>	<b>62,075,862</b>	<b>75,891,533</b>
<b>Operating Net Revenues Over Expenses</b>	<b>1,119,436</b>	<b>5,490,968</b>	<b>592,429</b>	<b>1,078,386</b>	<b>3,620,498</b>

\* The non-recurring LBR for \$13.2M can be split over three years for research start-up and recruitment.

Edition 06/23/14

# Board of Governors Meeting - Board of Governors - Regular Meeting

STATE UNIVERSITY SYSTEM  
CIP-3 SHORT TERM PROJECT EXPLANATION

Page \_\_\_ of \_\_\_

GEOGRAPHIC LOCATION: **Downtown Tampa, FL**  
PROJECT DESCRIPTION/TITLE: **5. MORSANI COLLEGE OF MEDICINE & HEART INST**

COUNTY: Hillsborough  
PROJECT BR No. (if assigned):

		Net to							
Facility/Space	Net Area	Gross*	Gross Area	Unit Cost	Construction	Assumed	Occupancy		
Type	(NASF)	Conversion	(GSF)	(Cost/GSF)*	Cost	Bid Date	Date		
College of Medicine	65,057	1.725	112,223	\$380.00	\$42,644,645		Jul-18		
Heart Institute Labs	62,743	1.840	115,447	\$380.00	\$43,869,993				
Aud/Dining/Support	33,265	1.438	47,818	\$380.00	\$18,170,897				
Faculty Offices	21,150	1.610	34,052	\$380.00	\$12,939,570				
Clinical Trials/Care Unit	5,985	1.610	9,636	\$380.00	\$3,661,623				
			0		\$0				
*Program and Building Grossing Factor			0		\$0				
			0		\$0				
			0		\$0				
			0		\$0				
Totals	188,200		319,176		\$121,286,728				
*Apply Unit Cost to total GSF based on primary space type									
Remodeling/Renovation	0		0		\$0				
Total Construction - New & Rem./Renov.					\$121,286,728	Total	0	Total	0

## SCHEDULE OF PROJECT COMPONENTS

SCHEDULE OF PROJECT COMPONENTS		ESTIMATED COSTS					
	Funded to						
	<u>Date</u>	2015-16	2016-17	2017-18	2018-19	2019-20	<u>Funded &amp; In CIP</u>
Basic Construction Cost							
1. a.Construction Cost (from above)	\$ 39,393,118	\$32,755,000	\$ 25,000,000	\$ 24,138,610			\$121,286,728
Add'l/Extraordinary Const. Costs							\$0
b.Environmental Impacts/Mitigation							\$0
c.Site Preparation		\$500,000					\$500,000
d.Landscape/Irrigation		\$30,000					\$30,000
e.Plaza/Walks		\$20,000					\$20,000
f.Roadway Improvements		\$20,000					\$20,000
g.Parking ____ spaces		\$0					\$0
h.Telecommunication		\$1,500,000	\$ 1,000,000	\$1,000,000			\$3,500,000
i.Electrical Service		\$20,000					\$20,000
j.Water Distribution		\$20,000					\$20,000
k.Sanitary Sewer System		\$20,000					\$20,000
l.Chilled Water System		\$20,000					\$20,000
m.Storm Water System		\$5,000					\$5,000
n.Energy Efficient Equipment							\$0
Total Construction Costs	39,393,118	\$34,910,000	26,000,000	25,138,610	0	0	\$125,441,728
2. Other Project Costs							\$0
a.Land/existing facility acquisition							\$0
b.Professional Fees	\$ 10,439,593						\$10,439,593
c.Fire Marshall Fees	\$ 102,678						\$102,678
d.Inspection Services	\$ 1,000,000						\$1,000,000
e.Insurance Consultant	\$ 268,306						\$268,306
f.Surveys & Tests	\$ 347,506						\$347,506
g.Permit/Impact/Environmental Fees	\$ 148,285						\$148,285
h.Artwork		\$100,000					\$100,000
i.Moveable Furnishings & Equipment		\$3,000,000	\$3,000,000	\$3,000,000			\$9,000,000
j.Project Contingency	\$ 2,551,627	\$2,496,622	\$756,124				\$5,804,373
Total - Other Project Costs	\$14,857,995	\$5,596,622	\$3,756,124	\$3,000,000	\$0	\$0	\$27,210,741
ALL COSTS 1+2	\$ 54,251,113	\$40,506,622	\$29,756,124	\$28,138,610	\$0	\$0	\$152,652,469

Appropriations to Date			Project Costs Beyond CIP Period			Total Project In CIP & Beyond
Source	Fiscal Year	Amount	Source	Fiscal Year	Amount	
PECO	2012-13	\$ 6,893,118				
	2013-14	\$ 12,500,000				
	2014-15	\$ 20,000,000				
TOTAL		\$ 39,393,118	TOTAL		0	\$152,652,469





February 4, 2015

Morteza “Mori” Hosseini  
Chairman of the Board  
Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

Dear Chairman Hosseini,

The governing board of Tampa General Hospital extends its unqualified support of the proposed relocation of the USF Health Morsani College of Medicine from the university campus to downtown Tampa.

Tampa General is the primary teaching hospital for USF Health and has served in that capacity since the medical school was established in 1970. This affiliation greatly benefits the residents of the Tampa Bay area, who have access to an array of unique medical services most community hospitals cannot provide. And research shows that medical residents tend to start their practices where they attended medical school.

Moving the medical school closer to its primary teaching hospital is logical from a health and economic standpoint and is long overdue. Tampa General is one of the region’s largest employers and most medical school faculty work at the hospital. Each year we provide clinical training to more than 300 future doctors, with third and fourth-year residents spending the bulk of their time at the hospital. Most other academic medical centers (top 50 schools) have the hospital and medical school close to each other, generally within walking distance. The present level of physical separation puts us at a competitive disadvantage in that our students cannot seamlessly move from a teaching environment to the clinical setting. This further inhibits our two organizations’ mutual ability to work collaboratively on programs of current strength.

USF Health operates the Center for Advanced Medical Learning and Simulation (CAMLs), which is less than a half-mile from the proposed new location. CAMLS is a state-of-the-art medical simulation center and training facility that provides world-class health education and professional development in the medical field. It attracts international and national groups that contribute to the economic base of the region.

**Advancing Medicine for 75 Years**

P.O. Box 1289 • Tampa, Florida 33601-1289 • (813) 844-7000 • [www.tgh.org](http://www.tgh.org)  
*Affiliated with the USF College of Medicine*

Chairman Mori Hosseini

Page 2

This request comes at a time when the relationship between the medical school and Tampa General Hospital has never been stronger. The university and hospital have a strong three-year affiliation agreement that automatically renews every year.

The hospital provides millions of dollars in financial support to the medical school. The CEO of Tampa General now holds a university title and attends its leadership meetings; the medical school dean holds a Tampa General title and attends executive level management meetings.

The changing landscape of healthcare will demand an even closer relationship as hospitals and physicians assume greater responsibility for keeping people healthy and out of the hospital. A downtown location for the medical school will be a valuable tool for recruiting more nationally recognized faculty members, who can both provide unique care to Tampa Bay residents and bring in more research funding to the area.

Looking beyond our relationship with the medical school and the numerous benefits such relocation will create, please also consider the impact this relocation will have on the continued economic revitalization of the community and the health of its residents. Moving the medical school is as vitally important to the hospital as it is to USF Health.

It will create badly needed economies of scale at a time of declining reimbursements and improve the efficiency of delivering medical services to the people we serve. It will allow USF Health and Tampa General to further our cooperative efforts as a leading academic medical center – the engine that will drive Tampa Bay’s development as a national hub for health innovation and biotechnology.

You may also consider the potential your support can have on the future of economic development, the delivery of health care, and our ability to retain physicians coming out of medical school – we want them to remain in Florida.

As the chair of the Tampa General governing board, I strongly urge the Florida Board of Governors to approve this exciting new project. Please take the steps needed to help relocate the medical school closer to the hospital that has proudly served as its primary teaching facility for more than four decades.

Sincerely,



John A. Brabson Jr.

Chairman of the Board  
Tampa General Hospital

Cc: Judy Genshaft, President. University of South Florida  
Charles Lockwood, SVP, USF Health and Dean USF Morsani College of Medicine  
Hal Mullis, Chairman of Board, USF  
Jim Burkhart, President and CEO, TGH

Jan. 20, 2015

Gov. Mori Hosseini, Chair  
Board of Governors  
State University System of Florida



Dear Gov. Hosseini,

We, the elected student leaders at the University of South Florida Morsani College of Medicine (USF MCOM), wish to formally convey our support for the USF Board of Trustees' plan to locate the new facility to house the College in downtown Tampa and respectfully request the approval of the Board of Governors for the Trustees' plan.

Placing the college in downtown Tampa has a myriad of advantages for current and future USF MCOM students. First, it will allow future students to be within a short walking distance of our major teaching hospital, Tampa General Hospital. This reduces what is now up to an hour round-trip commute to a matter of minutes, giving students more time to interact with faculty and peers, and allowing them more energy to focus on class and clinical work. It also moves us within just a couple city blocks of the USF Center for Advanced Medical Learning and Simulation, a valuable resource for cutting-edge training that will put us head-and-shoulders above other medical students entering the job market.

Secondly, approximately half of our existing student body already lives in South Tampa – particularly during their clinical years (years 3 and 4). The improvement to those students' quality of life by moving the college downtown cannot be overstated. It would also allow USF to recruit more top-talent students and faculty who similarly favor living nearby Tampa General Hospital and a vibrant metropolitan area.

As a group of young professional students, it is vital to have our school within the area of Tampa that will serve us best – both professionally and personally. We want to be part of the city's energy. We want to make contacts with future business leaders bustling in and out of offices, city officials who will look to us for our perspectives, hospital administrators who will help shape our careers and other young professionals with whom we will build our lives. While the existing location of the College provides some of these opportunities today, they are sure to be greatly enhanced in the newly proposed downtown location. In the vision for USF MCOM downtown, we see ourselves planting roots here. And as we grow and thrive, so too will our city, region and state.

We know you understand the power of universities to change lives, inspire innovation and drive our economy and our society forward. We are standing before a unique opportunity to do just that. We hope you and your colleagues on the Board of Governors will share our enthusiasm and support this project.

Thank you for all you do to support our education. Please know that your volunteer service is appreciated and admired by USF students.

Warm regards,

A handwritten signature in black ink, appearing to read "Trevor K. Lewis", written over a horizontal line.

Trevor K. Lewis  
Medical Student Council President

OFFICE OF STUDENT AFFAIRS • MORSANI COLLEGE OF MEDICINE  
University of South Florida • 12901 Bruce B. Downs Blvd, MDC Box 4 • Tampa, FL 33612-4799  
(813) 974-2068 • Fax (813) 974-8181





## University of South Florida Student Government Senate



JB [R] 55-018  
In Support of the  
Morsani College of Medicine's New Building  
55<sup>th</sup> Term  
Spring 2015

### A SENATE RESOLUTION

**Be it resolved by the Senate of the University of South Florida Student Government assembled,**

**Whereas,** this assembly, with great pride and Bull spirit, wishes to express support for the USF Board of Trustees' plan, adopted by unanimous vote at their December 4, 2014 meeting, to construct a new facility in downtown Tampa to house the USF Morsani College of Medicine and the USF Heart Institute.

**Whereas,** Dean Charles Lockwood has clearly outlined the academic advantages of locating the new facility within walking distance of the Morsani College of Medicine's primary teaching affiliate, Tampa General Hospital, as well as the advantages that the proposed new location would provide in recruiting faculty, staff, and prospective students.

**Whereas,** the students of the Morsani College of Medicine overwhelmingly favor the relocation of the College to downtown Tampa, bringing them closer to USF's main teaching hospital, the USF Center for Advanced Medical Learning and Simulation and other health opportunities in downtown and south Tampa.

**Whereas,** many USF medical students and faculty already reside in south Tampa, and therefore the proposed new location would greatly improve their quality of life.

**Whereas,** it is forecasted that building the project at the proposed new location will bring a total of \$215 million dollars and 1,467 jobs to the state of Florida.

**Whereas,** Mr. Jeff Vinik, owner of the Tampa Bay Lightning, has donated an acre of land to the University of South Florida upon which to build the new facility and has expressed his vision foreseeing the new USF complex as an anchor for the redevelopment of downtown Tampa that will bring youth, vibrancy and high-skill, high-wage jobs to the area.

**Whereas,** Mayor Bob Buckhorn has also pledged his continued support on behalf of the City of Tampa, calling this project a "game-changer" for our region.

**Whereas,** the Board of County Commissioners for Hillsborough County recently unanimously adopted a resolution congratulating and supporting the Board of Trustees' plan for the new Morsani College of Medicine and Heart Institute facility.

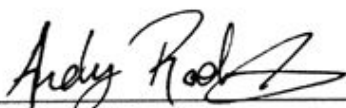


Therefore, be it resolved by the Senate of the University of South Florida Student Government Assembled, that on behalf of the student body, this body:

1. Extends its full support for the plans to construct the new USF Morsani College of Medicine and USF Heart Institute in downtown Tampa.
2. Commends the Board of Trustees for its foresight, vision and diligence in proposing this plan.
3. Extends heartfelt gratitude to Mr. Vinik and his partners for their generous donation to the university, which will benefit USF students now and for generations to come.
4. Respectfully requests that the Board of Governors of the State University System of Florida, the Florida Legislature and Governor Rick Scott support and provide the funding necessary to complete this project that is so critical to the success of current and future USF students.

ATTEST:

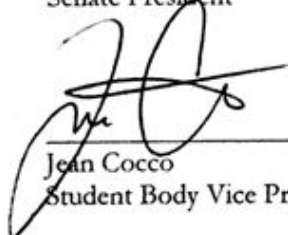





Andy Rodriguez  
Senate President



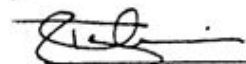
Abdool Aziz  
Senate President Pro-Tempore



Jean Cocco  
Student Body Vice President & Trustee



Rhondel Whyte  
Student Body Vice President



Trevor Lewis  
Medical Student Council President



Ali Antar  
Senator, Morsani College of Medicine

*This is a true and correct copy of Joint Resolution 55-018,  
adopted by the Senate on 1/20/2015.*



January 12, 2015

Morteza Hosseini, Chair  
Board of Governors  
State University System of Florida

Dear Mr. Hosseini,

The Executive Committee of the University of South Florida Morsani College of Medicine Faculty Council would like to express our strong support for the proposed expansion of USF MCOM to Downtown Tampa. Our committee has been in close contact with Dr. Charles Lockwood, Senior Vice President, USF Health during the development of this plan. We are convinced that this represents a unique opportunity for MCOM that will help our college of medicine become a leading institution in the areas of education, research and clinical practice.

As representatives of our Faculty, we encourage you and other members of the Board of Governors to approve the expansion to Downtown Tampa.

Sincerely,

A handwritten signature in blue ink, appearing to read "Javier Cuevas", is written over a horizontal line. The signature is fluid and cursive.

Javier Cuevas, Ph.D.  
President of the Faculty

CC. USF COM Faculty Council Executive Committee

***Faculty Council • Morsani College of Medicine***

University of South Florida • 12901 Bruce B. Downs Blvd., MDC Box 68 • Tampa, Florida 33612-4742  
(813) 974-1334 • Fax (813) 974-5556



January 16, 2015

Morteza Hosseini, Chair  
Florida Board of Governors  
State University System of Florida  
325 W. Gaines Street  
Tallahassee, Florida 32399

Dear Chairman Hosseini,

Thank you for your consideration of the request before you to approve the relocation of the USF Morsani College of Medicine to downtown Tampa. As Mayor I can tell you that a favorable decision to approve this will be one of the most significant developments in the last two decades to occur in Tampa. The opportunity to create a medical educational complex anchored by the nationally recognized USF College of Medicine will create an environment that will help USF attract world class faculty and recruit the next generation of medical students to an urban environment in one of America's most exciting cities. It is in every sense of the word, a game changer for Tampa and for the University of South Florida.

Unlike many deals that you are presented with, this is a true partnership between Mr. Vinik, the City and the University. The City is committing to this project more than any other project we have embarked on since the construction of the Tampa Convention Center. As you can imagine, the resources of Florida's major cities were severely impacted as a result of the recession and the decline in property tax revenue. However we believe this project is of such significance to us that we are coming to the table with an unprecedented amount of investment to help facilitate this development.

Joining with our partners, the City of Tampa and Hillsborough County have recently agreed to extend the Downtown CRA through 2043 and are negotiating an agreement between the parties to obligate up \$100 million in future TIF revenues for infrastructure improvements in this area. Included in the improvements would be roadway improvements, water and sewer capacity enhancements, landscaping and other amenities in the immediate vicinity of the proposed medical school site. These improvements will improve the road grid and square off development parcels not to mention improve the storm water runoff and retention issues. Furthermore we commit to you that we will fast track the permitting process to ensure the timely delivery of the building.

Just last week our City Council acting in their capacity as the CRA has approve the expenditure of the Tax Increment funds for this project and it is the possibility of the relocation of the medical school that was the driving force behind their vote.

Morteza Hosseini, Chair  
Florida Board of Governors  
State University System of Florida  
January 16, 2015  
Page 2

Engineering design work for the area is currently underway and a formalized agreement between the City of Tampa and Hillsborough County is expected to be completed early next year.

We recognize the value of having the University of South Florida as a partner in the redevelopment of downtown and will do what is necessary to ensure access to and from your potential site is maximized.

Mr Chairman, I have announced publicly my enthusiasm and support for the medical school project and I am prepared to help make it a reality. As we speak the skyline of Tampa is changing before our eyes. New residential towers, a completed Riverwalk, new hotels and more residential demand than available supply. It is a City that has taken on a whole new life and has become a destination for some of the best and brightest young people from around the world. This project secures that future for both Tampa and for USF.

All of us have seen the impact of the presence of a major university in an urban core and the ancillary economic development opportunities that follow. It is Florida's opportunity to do the same and I would ask for your support. I am of the opinion that this is one of the most important projects that the City has ever undertaken and I could not be more excited by the partnership that USF, Jeff Vinik and the City of Tampa are embarking on. Thank you for your consideration.

Sincerely,



Bob Buckhorn





**County Administrator**  
**Michael S. Merrill**

**Board of County Commissioners**

Kevin Beckner  
Victor D. Crist  
Ken Hagan  
Al Higginbotham  
Lesley "Les" Miller Jr.  
Sandra L. Murman  
Stacy R. White

**County Administrator**  
Michael S. Merrill

**County Administrator Executive Team**  
Lucia E. Garsys  
Carl S. Harness  
Gregory S. Horwedel  
Liana Lopez  
Bonnie M. Wise

**County Internal Auditor**  
Michelle Leonhardt

**County Attorney**  
Chip Fletcher

**Office of the County Administrator**

PO Box 1110  
Tampa, FL 33601-1110  
Phone: (813) 276-2843  
Fax: (813) 272-5248

January 20, 2015

Governor Morteza "Mori" Hosseini, Chairman  
Board of Governors  
State University System of Florida  
325 W. Gaines St.  
Tallahassee, FL 32399

Dear Governor Hosseini:

It is with great pleasure that I transmit the Hillsborough County Commission's resolution supporting the University of South Florida's decision to co-locate and integrate the new USF Heart Institute and Morsani College of Medicine in downtown Tampa.

Downtown Tampa has long been a business and government center. Over the last decade, the urban core has experienced an unprecedented transformation into a vibrant residential neighborhood with a strong foundation of thriving businesses, leading governments, and a number of entertainment and cultural venues.

Educational institutions have also played a key role in the development of our community's business center. The USF Center for Advanced Medical Learning & Simulation (CAMLs) has been a major catalyst in the effort to raise this area's international profile. By constructing the new state-of-the-art Morsani College of Medicine in downtown Tampa, the region and the University will further cultivate synergy among commerce, education and government.

On behalf of Hillsborough County, I respectfully request your support of the University of South Florida's efforts. Please feel free to contact me if I can provide further support.

Sincerely,

Michael S. Merrill  
County Administrator

Cc: Board of County Commissioners  
Hal Mullis, Chairman, USF Board of Trustees  
Judy Genshaft, President, USF

**R15-008**

# RESOLUTION

**R15-008**

RESOLUTION NO. R15-008

A RESOLUTION CONGRATULATING AND SUPPORTING THE UNIVERSITY OF SOUTH FLORIDA FOR ITS DECISION TO CO-LOCATE THE INSTITUTION'S NEW HEART INSTITUTE AND MORSANI COLLEGE OF MEDICINE FACILITIES IN DOWNTOWN TAMPA; PROVIDING AN EFFECTIVE DATE

Upon motion by Commissioner Murman, seconded by Commissioner, Beckner, the following Resolution was adopted by a vote of 7 to 0 with N/A voting No.

WHEREAS, the University of South Florida is one of Hillsborough County's key economic drivers, having an annual economic impact of \$4 billion on the Tampa Bay Region; and

WHEREAS, the University of South Florida is one of America's leading research institutions, receiving in excess of \$400 million per year in external research contracts and grants; and

WHEREAS, the Morsani College of Medicine at the University of South Florida is one of America's best medical schools and among the National Institutes of Health's leading recipients of research grants each year; and

WHEREAS, heart disease remains one of the leading causes of death in Florida and in the United States, and the University of South Florida is seeking to combat this disease through the creation of a new USF Heart Institute; and

WHEREAS, medical education is constantly evolving and the training of highly-skilled physicians and other healthcare professionals is critical to the economic future of and quality-of-life in the County, and the University of South Florida is seeking to further this effort through the

construction of a new state-of-the-art, 21<sup>st</sup> Century model Morsani College of Medicine facility;  
and

WHEREAS, the downtown area of the City of Tampa within Hillsborough County is on the verge of undergoing what has been referred to as “one of the greatest urban redevelopment projects in the country,” which will transform its appearance and vibrancy as a business, residential and entertainment center;

WHEREAS, the leading individual behind the vision and financing of the redevelopment of downtown Tampa is one of Hillsborough County’s most distinguished residents, Mr. Jeff Vinik, owner of the Tampa Bay Lighting; and

WHEREAS, the University of South Florida, under the leadership of its Board of Trustees and President Judy Genshaft, have formed a close partnership with Mr. Vinik and the Lightning that has already materially benefitted the residents of this County; and

WHEREAS, on December 4, 2014, the Board of Trustees of the University of South Florida met and after careful deliberation approved a plan to integrate the new USF Heart Institute facility and the new Morsani College of Medicine facility into a single state-of-the-art healthcare training, care and research facility unlike any other in the world, at a cost of approximately \$150 million, that will anchor the City of Tampa’s downtown redevelopment effort on land to be donated to the university by Mr. Vinik.

NOW, THEREFORE, be it RESOLVED BY THE Board of County Commissioners of Hillsborough County, that:



1. The Board of County Commissioners commends the Board of Trustees of the University of South Florida on its decision to co-locate the new Heart Institute and Morsani College of Medicine in downtown Tampa.
2. The Board of County Commissioners respectfully requests that the Board of Governors of the State University System of Florida, the Florida Legislature and Governor Rick Scott each support the university's plan and provide the requested state funding necessary to complete construction on this critical economic development.
3. The Board of County Commissioners extends its gratitude and congratulations to Mr. Jeff Vinik for his vision, foresight, leadership and generosity in this effort.
4. A copy of this resolution be provided to President Genshaft and to Mr. Vinik as an expression of the Board of County Commissioners' support and gratitude for their efforts in this endeavor and for all they do to make Hillsborough County a great place to live, work and play.
5. This Resolution shall become effective upon passage by a majority vote of the Board of County Commissioners.

PASSED AND ADOPTED THIS 7th DAY OF January, 2015.

STATE OF FLORIDA  
COUNTY OF HILLSBOROUGH

I, Pat Frank, Clerk of the Circuit Court and Ex Officio Clerk of the Board of County Commissioners of Hillsborough County, Florida, do hereby certify that the above and foregoing is a true and correct copy of a Resolution adopted by the Board at its regular meeting of

January 7, 2015, as the same appears of record in Minute Book  
464 of the Public Records of Hillsborough County, Florida.

WITNESS my hand and official seal this 9th day of January, 2015.

ATTEST PAT FRANK  
Clerk of the Circuit Court

By: Pamela A. Blink  
Deputy Clerk



Approved as to form and legal sufficiency

Mary Helen Farris  
General Counsel



January 29, 2015

Dr. Judy Genshaft  
President  
University of South Florida  
4202 E. Fowler Avenue  
ADM 241  
Tampa, FL 33620

President Genshaft,

For nearly two decades, the growth of the Florida High Tech Corridor Council with your leadership has made a tremendous impact on the regional and state economy. By establishing the Morsani College of Medicine and the Heart Health Institute in downtown Tampa, the University of South Florida could once again help to transform the economy of the region. With the support of USF's university partners, the University of Central Florida and the University of Florida, as well as its numerous economic development, workforce and industry partners across the 23-county Corridor, I am proud to affirm the commitment of The Corridor to this game-changing initiative.

Similar to how USF's Center for Advanced Medical Learning and Simulation, or CAMLS, has established a presence in downtown Tampa that is ingrained into the medical community, the medical college would further position USF as one of the nation's premier urban research universities supporting the health and well-being of a world-class city. As well, the close proximity of the Morsani College to downtown's medical assets would allow for more student educational opportunities and potential research partnerships, which, as you know, are both core tenets of The Corridor's mission.

The promise of enhanced collaboration between existing medical resources, such as the cardiac programs at Tampa General Hospital, and the Heart Health Institute make this proposed university development an advantageous match, especially with USF's long legacy of attracting research grants, spinning off companies and inventing new technologies in the medical field. The Corridor has funded and supported the growth of Tampa Bay's life sciences and health care industry through USF for many years, and this downtown medical building could usher in a new wave of high tech activity.

On behalf of the other two Corridor universities and partners in workforce, industry and economic development, I am honored to support the establishment of USF's downtown medical college.

Best regards,

Randy Berridge  
President

A regional economic development initiative of:



**A Resolution congratulating and supporting the University of South Florida's plan to collocate the institution's new Heart Institute and Morsani College of Medicine facilities in downtown Tampa.**

WHEREAS, the University of South Florida is one of the Tampa Bay Region's greatest economic drivers, having an annual economic impact of \$4 billion on the Tampa Bay Region as well as being one of America's leading research institutions, receiving in excess of \$400 million per year in external research contracts and grants; and

WHEREAS, medical education is constantly evolving and the training of highly skilled physicians and other healthcare professionals is critical to the economic future and quality of life in the eight-county Tampa Bay Region, and the University of South Florida is seeking to further this effort through the construction of a new state-of-the-art, 21st Century facility for the Morsani College of Medicine, one of America's best medical schools and among the National Institutes of Health's leading recipients in research grants; and

WHEREAS, learning, collaboration and innovation across health disciplines will thrive and benefit from the close proximity of medical facilities, translating into more effective and efficient healthcare for the Tampa Bay Region and its residents along with attracting new companies eager to collaborate while creating fertile ground for start-ups and spin-off companies to flourish; and

WHEREAS, on December 4, 2014, the Board of Trustees of the University of South Florida met and after careful deliberation approved a plan to collocate the new USF Heart Institute facility and the new Morsani College of Medicine facility into one approximately 150 million dollar state-of-the-art healthcare training, care and research facility unlike any other in the world that will serve as the anchor of the City of Tampa's downtown redevelopment effort on land to be donated to the university by Mr. Jeff Vinik, owner of the Tampa Bay Lightning, which is encompassed by the greater Tampa Bay Region.

**NOW, THEREFORE, be it RESOLVED BY THE Board of Directors of the Tampa Bay Partnership, that:**

1. The Tampa Bay Partnership Board of Directors expresses commendation to the Board of Trustees of the University of South Florida on its decision to collocate the new Heart Institute and Morsani College of Medicine in downtown Tampa and offers its full support for the university's plan that would have a total economic impact of more than \$800 million statewide.
2. The Board of Directors encourages the Board of Governors of the State University System of Florida to include this project in its funding request to the State Legislature and Governor Rick Scott as a critically important project to be funded in fiscal year 2015-16.
3. The Board of Directors respectfully requests that the Bay Area Legislative Delegation along with the entire Florida Legislature and Governor Scott support the university's plan and provide the requested state funding necessary to complete construction on this critical state and regional asset that through economic analysis shows would create 2,100 direct jobs and nearly 4,000 indirect jobs both in the Tampa Bay Region and statewide.
4. The Board of Directors extends its gratitude and congratulations to Mr. Jeff Vinik for his vision, foresight, leadership and generosity in this effort.
5. A copy of this resolution will be provided to President Judy Genshaft and to the Chair of the Board of Governors as an expression of the Board of Directors' support and gratitude for their efforts in this endeavor and for all that each of them does to make the eight-county Tampa Bay Region a great place to live, work and play.

  
 Brian Lamb, Chair

tampaBAY  
 partnership  
 #WeAreALLtampaBay



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Brian Lamb, Chair

tampaBAY  
partnership  
#WeAreALLTampaBay



### A Message From USF Health Leadership

USF Health was created around a vision of healthier people living in healthier communities enjoying the highest quality of life. We believe that with our growing array of assets, strength and passion, we can best realize this vision by recognizing that everything we do is in service to people's health. Whether it is in the way we educate and prepare future health professionals, the critical questions we examine in our research, the myriad ways we engage with our communities or the compassionate, high quality clinical care we provide our patients, each of us has an essential role to play in achieving our vision.

Over the past decade we have sought to actively address operational, structural and cultural opportunities to help us in this work. We have stimulated and incentivized interdisciplinary research. We have explored and developed interprofessional educational programs. We have enhanced learning environments through innovative facilities and informatics projects. We have solidified our clinical and research partnerships with hospitals, surgical centers, outpatient clinics, FQHC's, school systems, health departments, county governments, rehabilitation and long term care facilities, pharmacies and laboratories. And we have extended our reach internationally, providing life-changing opportunities for our students and for those who come to us from around the world.

We are the Tampa Bay region's best partner for addressing persistent and emerging health concerns and for continuing to advocate for improvements in the community's health. Though centered on USF's Tampa campus we have always practiced, learned and partnered throughout the community, the region and beyond. Our students, faculty and staff can be found learning, discovering, practicing and engaging in Tampa, St. Petersburg, Sarasota, The Villages and in many of the state's 67 counties; in Tallahassee and in Washington, D.C.; and in Panama, China, Scotland, Thailand, India, Ecuador, Malaysia and Kenya – literally around the world.

Adding a new downtown campus to our already diverse footprint merely affirms our desire to continue to seek and optimize every opportunity to practice our passion and to meet the needs of the next generation of students, scholars, scientists, community partners and the people we serve. As downtown Tampa grows, so should USF Health grow. We are honored and enthusiastic about our future and our potential presence downtown. No matter where you find us, you will find us ready and willing to continue to passionately pursue our vision of healthier people living in healthier communities enjoying the highest quality of life.

USF Health North, USF Health South – wherever we are, we are One USF Health.

**Charles J. Lockwood**  
Dean of Medicine

**Donna J. Petersen**  
Dean of Public Health

**Dianne Morrison-Beedy**  
Dean of Nursing

**Kevin Sneed**  
Dean of Pharmacy

**William S. Quillen**  
Director of Physical Therapy

# Strategy for a Downtown USF Health Morsani College of Medicine-Heart Institute



## Executive Summary for Board of Governors February 19, 2015



# Advancing the Downtown Strategy

## Collaborative and Transparent Process

- The initial MCOM request for PECO funds for a new medical school facility occurred 8 years ago, but planning has accelerated over the past 2 years
- High level of engagement & feedback obtained from:
  - Students, Trustees, Faculty, Legal Counsel (interviews, surveys, presentations and approvals)
  - Outside experts
    - HOK (Space Programming)
    - Hammes Company (Healthcare Strategy)
    - Skanska (Cost Estimating)
  - Board of Governors
    - Extensive conversations with BOG Staff
    - Site visits with 8 BOG members
    - Phone conversations with 9 additional BOG members
  - Conversations with numerous elected officials
- Resulted in unanimous approval by USF BOT, and many letters of support from students, faculty, government and community leadership groups





# USF Health Downtown Strategy: Co-locating MCOM and Heart Institute

## **Current State** **“The Opportunity”**

- Morsani College of Medicine (MCOM) occupies a 40-yr old 192,000 sf facility rated “Poor” by NACUBO<sup>1</sup>
- USF Main Campus is 25+ minutes from MCOM’s teaching hospital. No other medical school in the top-100 medical schools<sup>2</sup> is located as far away
- MCOM ranks 63<sup>rd</sup> in NIH funding among US medical schools
- Challenging recruiting environment due to facility condition and location
- Interprofessional strategy is effective and competitive advantage despite distance from teaching hospital

## **Future State** **“Solution Based”**

- State-of-the-art, 319,000 sf facility to support technology based learning
- Downtown location improves proximity to Tampa General Hospital (5 min vs. 25+ min)
- Increased NIH funding moves MCOM into top quartile of US medical schools
- New facility and vibrant downtown environment will enhance recruitment of highly competitive students and faculty
- Interprofessional advantage improved with expansion opportunities for Pharmacy and proximity to TGH/CAMLS

The result is achievement of an important SUS BOG goal: **Improve the quality and relevance of the System’s institutions with regard to state, national, and international preeminence**

# USF Health Downtown Strategy

## Aspirational Goal: Top Quartile Medical School<sup>1</sup>

**Current State**  
**MCOM ranked 63<sup>rd</sup>**  
**(\$43 Million in NIH Funding)**

2014 NIH Funding Rank / Total Funding ("000s)	Medical School / Teaching Hospital	Teaching Hospital Proximity to Medical School
42 [\$96,318]	UNIVERSITY OF MIAMI Jackson Memorial Hospital	<10 Min
43 [\$88,080]	UNIVERSITY OF FLORIDA UF Health Shands	<10 Min
63 [\$48,019]	UNIVERSITY OF SOUTH FLORIDA Tampa General Hospital	>25 Min
118 [\$4,872]	UNIVERSITY OF CENTRAL FLORIDA Florida Hospital - Kissimmee	10-25 Min
119 [\$4,860]	FLORIDA STATE UNIVERSITY Tallahassee Memorial HC	<10 Min
126 [\$3,090]	FLORIDA INTERNATIONAL UNIV Baptist Health System	10-25 Min
130 [\$1,300]	FLORIDA ATLANTIC UNIVERSITY Boca Raton Community Hospital	<10 Min

5 years

**Impact of Downtown**  
**MCOM moves into top quartile**  
**In NIH Funding**

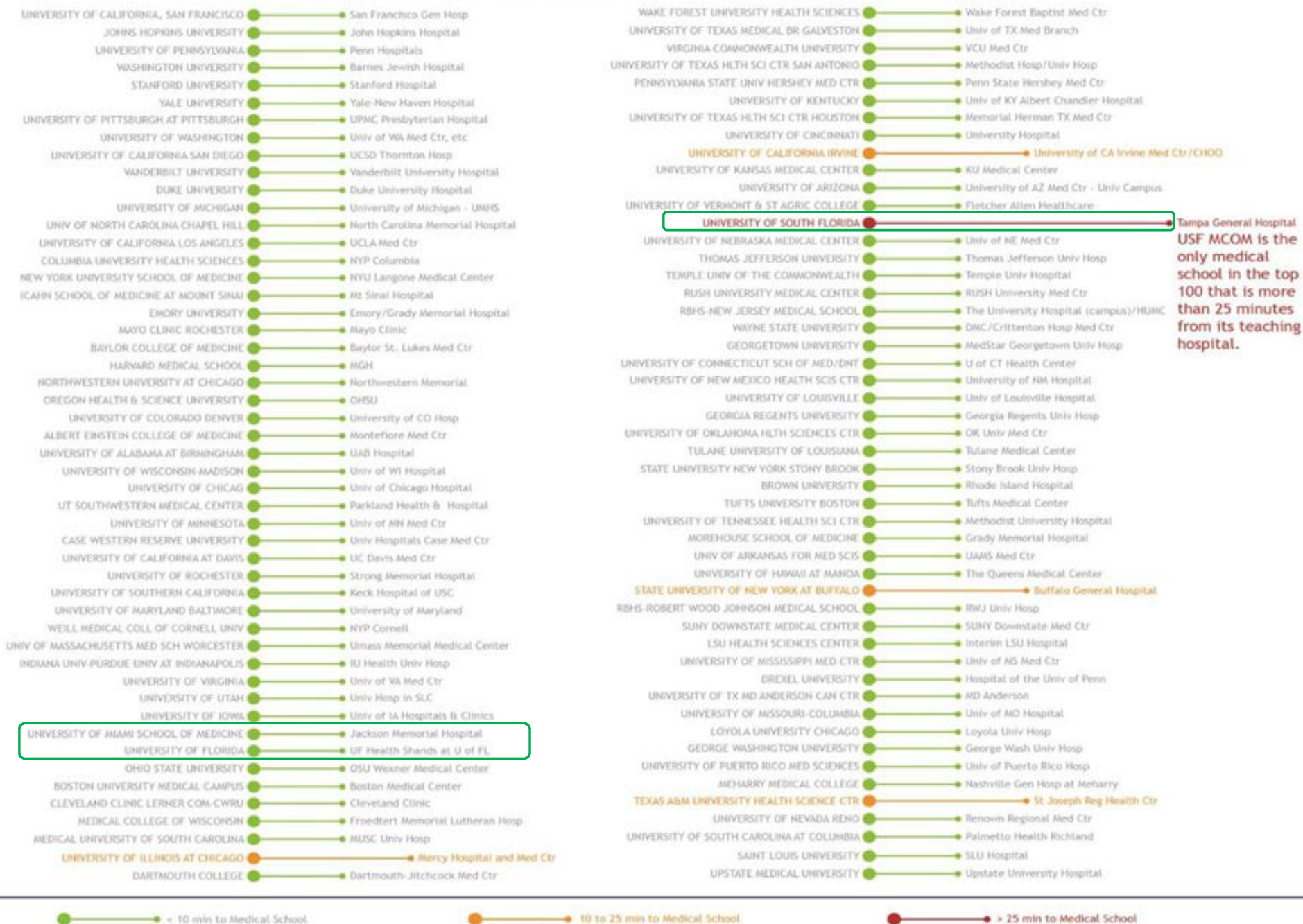
- Heart Institute's projected \$28 million in NIH funding provides momentum by delivering 40% of the funding growth MCOM needs to become top quartile
- Student Success:
  - Improved student desirability; 88% of accepted, but non-matriculating applicants listed facility quality and teaching hospital proximity as reasons for selecting a school
  - New physician scientists expand student research opportunities
- Proximity of MCOM/Heart Institute will support mutual success and TGH's aspiration to become US News "Honor Roll" Hospital

<sup>1</sup> Top quartile as determined by NIH Funding and US News Ranking

<sup>2</sup> Based on 2014 rankings and funding amounts

# Top-100 Medical Schools by NIH Funding

## MEDICAL SCHOOL PROXIMITY TO TEACHING HOSPITAL



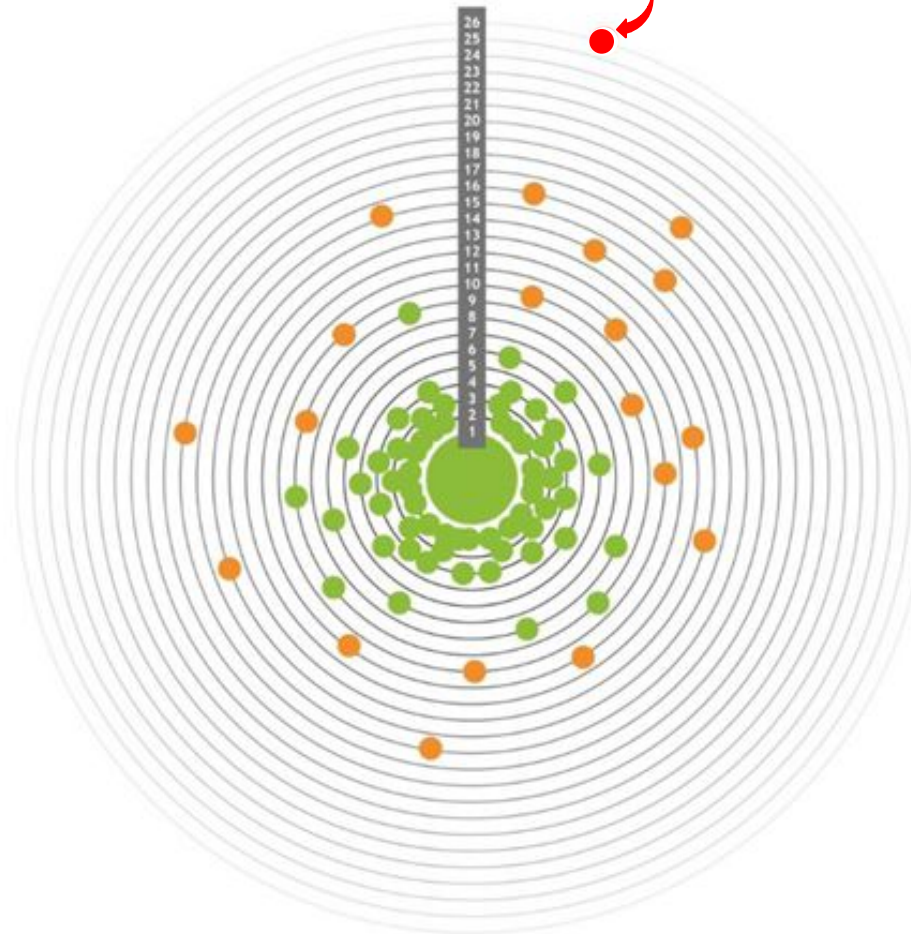


# Medical School Proximity to Teaching Hospitals

Of all 138 U.S. medical schools receiving NIH grant funding, MCOM is the *furthest* from its teaching hospital

MCOM >25 minutes to Tampa General

- < 10 min to Medical School
- 10 to 25 min to Medical School
- > 25 min to Medical School



- More than 88%<sup>1</sup> of medical school applicants view proximity to the teaching hospital as a crucial factor in their selection of a medical school
- The majority of interprofessional student interaction occurs in clinical settings primarily located at TGH



# Student Success: A Guiding Principle

- Since 2013, US public medical school tuition has increased by approximately 20%, while MCOM has remained flat<sup>1</sup>
- MCOM tuition and fees **will not increase** as a result of the downtown development
- At the downtown location, students will pay campus rates for parking and will have greater options for parking compared to the limited amount currently on the Main Campus. Per the agreement with the master developer, MCOM will have access to 100 spaces on site and another 900 nearby
- 84% of MCOM student survey respondents<sup>2</sup> believe that establishing the MCOM downtown will have a positive impact on student educational experiences
- More students currently live within 2 miles of the downtown site than live near the Main Campus
- BOG Performance-Based Funding: Increase number of STEM graduate degrees and postdoctoral appointees

<sup>1</sup> As determined by AAMC Tuition and Fees, Total Cost of Attendance Report

<sup>2</sup> January, 2015 survey of current MCOM students

# Student and Faculty Support

“We, the elected student leaders at the University of South Florida Morsani College of Medicine (USF MCOM), wish to formally convey our support for the USF Board of Trustees’ plan to locate the new facility to house the College in downtown Tampa and respectfully request the approval of the Board of Governors for the Trustees’ plan.”

*-January 20, 2015 letter to the Board of Governors*

“Whereas, Dean Charles Lockwood has clearly outlined the academic advantages of locating the new facility within walking distance of the Morsani College of Medicine’s primary teaching affiliate, Tampa General Hospital, as well as the advantages that the proposed new location would provide in recruiting faculty, staff, and prospective students.”

*-University of South Florida Student Government Senate  
Resolution JB [R] 55-018*

“The Executive Committee of the University of South Florida Morsani College of Medicine Faculty Council would like to express our strong support for the proposed expansion of USF MCOM to Downtown Tampa.”

*-January 12, 2015 letter to the Board of Governors*



# Innovation and Research Success: USF Health Heart Institute

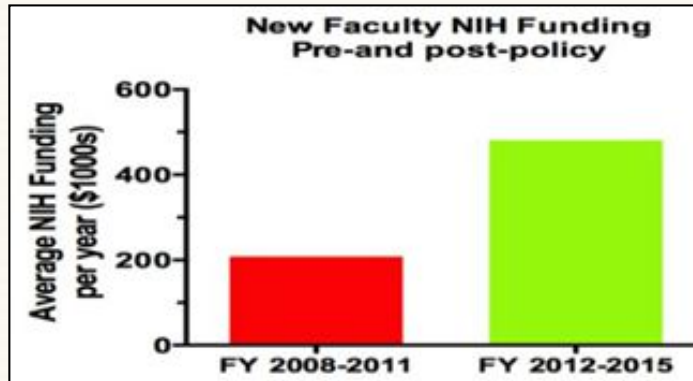
Unique advantages of a downtown location include:

- Proximity to the USF Health Tampa Bay Research and Innovation Center (TBRIC) at CAMLS, which utilizes multidisciplinary teams of healthcare providers and engineers *to assist medical device companies* in the entire medical device lifecycle
- Enhanced *biotech collaboration* given USF/TGH's cardiac clinical volume, TBRIC and abundance of planned corporate space
- Close proximity to CAMLS featuring world's most sophisticated cardiovascular simulation equipment to enhance training and serve as *a platform for CME programs* to improve Florida cardiac care



# USF Health Heart Institute

- The USF Health research enterprise has experienced increasing success in the last three (3) years including strong growth in average NIH funding per new faculty



Shown in the table are the results of USFH-HI's new grant policy, where the average grant funding per new faculty for the three years prior to the institution of the policy is compared to the three years after the policy.

- These results have been used to guide projections for the Heart Institute:
  - \$28M/year in additional NIH research expenditures anticipated when at full capacity
  - Clinical income growth from physician-scientists is projected to increase \$1M/yr
- The downtown location is expected to accelerate program ramp-up to reach \$28 million in NIH funding from 12-15 years on the Main Campus to ~5 years at the downtown site
- The downtown site accelerates this curve because investigator access to funds is largely dependent on co-localization with TGH
- Without co-location with TGH, recruitment of investigators to the main campus could take longer



## USF Health Morsani College of Medicine, Heart Institute Facility

- MCOM and USFH-Heart Institute will collectively occupy a 319,000 sf facility located on donated land
- The developer, city and county will provide significant contributions in the form of donated land, structured parking, enhanced utilities, site infrastructure and roadway improvements

Program Assumptions		Design Target Average SF	
College of Medicine	97,585	net usable	
Heart Institute Labs	100,389	net usable	
Auditorium/Dining/Support	41,581	net usable	
Faculty Offices	29,610	net usable	
Clinical Trials/Care Unit	8,379	net usable	
<b>Subtotal Net Usable</b>	<b>277,544</b>		
Grossing Factor	41,632		
<b>Total Gross Building Area</b>	<b>319,176</b>		
		Cost/GSF	
Total Construction	\$	126,254,076	\$ 395.56
Total Design, Engineering, Civil	\$	10,439,593	\$ 32.71
Total FF&E	\$	15,958,800	\$ 50.00
<b>Total Project Cost</b>	<b>\$</b>	<b>152,652,469</b>	

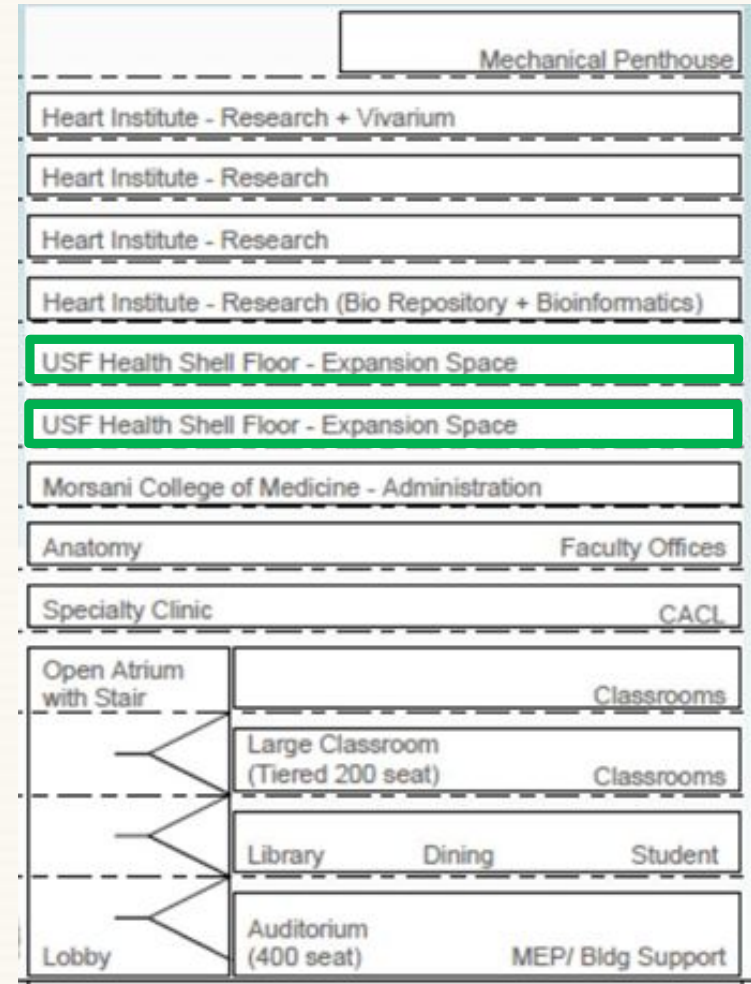
# Project Comparison: Main Campus and Downtown

	Downtown	Main Campus
<b>Facility Size (GSF)</b>	<b>319,176</b>	<b>276,492</b>
<b>Total Project Cost</b> ( <i>Construction, Design, FF&amp;E</i> )	<b>\$152.6 M</b>	<b>\$149.3 M</b>
<b>Funding Received + Requested Funding</b>	<b>\$130.0 M</b>	<b>\$130.0 M</b>
<b>Additional Funding to be provided by Private Sources</b>	<b>\$22.6 M</b>	<b>\$19.3 M</b>

- The square footage difference between the two options is the result of the downtown location requiring space for a library and dining facility; items that are already provided on the Main Campus
- While the downtown facility is a larger building, the overall project costs are similar. This is because the Main Campus has approximately \$16 million of infrastructure costs not required by the downtown option.

# Project Comparison: Main Campus and Downtown

- Included in the downtown facility cost is a minor expense to design and construct the building foundation to support two (2) additional floors
- This approach preserves the option of adding the College of Pharmacy program to the downtown building in the future
- USF is receiving substantial benefit at the downtown location via donated site (\$10 M) and a substantial proportion of infrastructure costs (parking structure, district water chiller, storm sewer improvements, utility lines, roadway improvements) estimated to total \$40 million.
- In the downtown location, all funds can be utilized for program spaces.



## USF Health Morsani College of Medicine, Heart Institute: Funding

- USF proposes funding the \$153 million project cost from the following sources:

Funding Sources	
<i>Heart Institute</i>	<i>\$50 M</i>
<i>COM from FLA</i>	<i>\$62 M</i>
<i>Morsani Gift</i>	<i>\$18 M</i>
<i>Addtl Private Support</i>	<i>\$23 M</i>
<b>TOTAL Funding</b>	<b>\$153 M</b>

\$41 million will  
come from private  
sources

- The downtown plan **does not represent an incremental PECO cost to the state.**
- Over the next 18 months, USF will galvanize private support to provide 27% of the total project cost



# Return on Investment

- Student Success: At no additional cost to MCOM students, the downtown location will
  - Enhance student training and education due to proximity to TGH/CAMLS;
  - Increase number of STEM graduate degrees and postdoctoral appointees
  - Provides students access to services and programs on par with leading medical schools in the country
- By leveraging private support, Florida gains a superior facility for its investment than would have been built otherwise
- The downtown strategy will increase NIH grant funding and will position MCOM to move from a current ranking of 63<sup>rd</sup> to become a top-quartile medical school
- The USF Health Heart Institute is projected to drive up to \$73 million annually in local economic activity<sup>1</sup>
- Co-location of USF Heart Institute with TBRIC and TGH has the potential to attract new Biotech companies to Tampa
- Florida is a net exporter of medical graduates, but if we can retain them for both medical school and residency, there is a 65% chance of retention, helping to meet workforce needs

<sup>1</sup>Based on economic impact study commissioned by AAMC which indicates that for every dollar of research funding, \$2.60 of local economic growth is generated

## Before you today: BOG Funding Request

***As the next step, following the initial \$5 M appropriated by the 2014 Legislature and approved by the Governor, USF requests \$17 M as part of a total \$62 M multiyear request to develop MCOM in downtown Tampa***

Total PECO Funding Requests for MCOM Facility	
Year	Amount
2014	\$ 5M
2015	\$17 M
2016	\$20 M
2017	\$20 M
TOTAL	\$62 M

# Strategy for a Downtown USF Health Morsani College of Medicine-Heart Institute



## Executive Summary for Board of Governors February 19, 2015

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

February 19, 2015

**SUBJECT:** Adding UF Norman Hall Remodel Project Funding to the 2015-2016 Fixed Capital Outlay Legislative Budget Request

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**PROPOSED BOARD ACTION**

Review and consider for approval of \$8 Million for the proposed UF Norman Hall Remodel Project Funding to the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The initial 2015-16 Fixed Capital Outlay (FCO) Legislative Budget Request was approved on September 17, 2014. UF is requesting the addition of \$8 Million for Norman Hall Remodel Project in 2015-2016.

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**Supporting Documentation Included:** Norman Hall Project Information

**Facilitators/Presenters:** Mr. Chris Kinsley





# BOARD *of* GOVERNORS

## State University System of Florida

### **Facilities Renovation/Norman Hall Remodel University of Florida**

Chris Kinsley, Assistant Vice Chancellor, Finance & Facilities  
February 19, 2015

[www.flbog.edu](http://www.flbog.edu)



# NORMAN HALL REMODELING





# NORMAN HALL REMODELING

## PURPOSE, NEED, SCOPE, RELATIONSHIP OF PROJECT TO AGENCY OBJECTIVES

- As one of several buildings listed on the National Historic Registry, Norman Hall is a vital historical asset to the University of Florida campus. Restoration and upgrades will further extend the lifecycle of this important historic facility.
- The requested funds will be used to upgrade spaces, correct deficiencies, and improve the functionality of the building and its systems. Completed in 1932, Norman Hall currently provides office and classroom space for the College of Education. While periodic minor projects have been done over the last 80 years, the building remains generally deficient to meet modern educational needs. Along with re-roofing, the brick structure is in need of restoration, and the HVAC, electrical, and plumbing systems for the building are entirely deficient. The project scope also includes envelope restorations to the Norman Hall addition, renovations to the ground floor Norman Library, and a one-story Conferencing Addition.





# NORMAN HALL REMODELING

## PURPOSE, NEED, SCOPE – DETAIL

- The College presently lacks a large multifunctional meeting space conducive to current needs. The one-story Conferencing Addition will provide for efficient and configurable meeting spaces, flexible furnishings, and AV equipment to support modern Tele-conferencing technologies
- Significant critical deferred maintenance backlog for the “82 year old” facility will be virtually eliminated by this project, as well as updating the facility to comply with current fire code and ADA standards.
- By upgrading the building envelope (Roof, Windows, brick repairs) and mechanical systems, the facility will incur significantly enhanced energy efficiencies, thereby resulting in reduced operational costs.





# NORMAN HALL REMODELING

## RETURN ON INVESTMENT (ROI)

- UF COE currently ranked #1 among COEs in Florida; #1 among public institutions in the SEC; UF's highest-ranked graduate college; #21 among public universities in the nation (top 2% nationally); 5 academic programs ranked in the top 20
- College has \$74.4M in active externally-funded research projects
- Reprogrammed space will boost capacity for externally-funded research and training
- Renovation to support college in improving national ranking and impact
- Facility would enhance ability to host speakers for research and training seminars/workshops
- Listed on the National Historic Registry, Norman Hall is a cornerstone of UF, and restoration and upgrades will continue legacy and usefulness



# NORMAN HALL REMODELING

## DEMAND METRICS

- Constructed as K-12 school in 1934, facility is outdated and hazardous – unsuitable for preparing educators, innovators, and leaders to meet Florida's educational needs
- The College of Education develops innovations in STEM education and advances technology-assisted instruction to address the needs of all learners across the state
- Current enrollment: 2,800 across 28 undergraduate and graduate academic programs
- Projected enrollment growth: 20% in five years
- Continued growth in externally-funded research measuring 50% increase over past 5 years
- Home to national centers including: **Lastinger Center for Learning**, Center for Excellence in Early Childhood Studies, Online Learning Institute, Center for Disability Studies & Outreach, Institute for Higher Education, Center for Community Outreach



# NORMAN HALL REMODELING

## REQUEST

Total project budget:	<u>\$24.4M</u>
Request for 2015-16	\$8M

Anticipated construction start date: April 2016

Estimated completion date: August 2017



# BOARD *of* GOVERNORS

## State University System of Florida

[www.flbog.edu](http://www.flbog.edu)



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

February 19, 2015

**SUBJECT:** Public Comment Regarding FAMU-FSU Joint College of Engineering

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**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.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Mori Hosseini

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

February 19, 2015

**SUBJECT:** Florida Agricultural and Mechanical University – Florida State University  
Joint College of Engineering Study

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**PROPOSED BOARD ACTION**

Discuss the findings of the FAMU-FSU Joint College of Engineering Study

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

In the Legislative Session of 2014, the Florida Board of Governors was directed to obtain the services of an independent non-Florida based educational consultant to conduct an academic feasibility study of the Florida Agricultural and Mechanical University - Florida State University Joint College of Engineering. The Collaborative Braintrust Consulting Firm's University Division of Sacramento, California responded to a RFP and received the contract to conduct the study. The purpose of the study was to analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two Universities with respect to the College of Engineering, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study includes a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. The study also includes an analysis of statewide public and private postsecondary engineering program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels.

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**Supporting Documentation Included:**

1. Summary and Staff Analysis
2. Transmittal Letter
3. Final Report
4. Works Referenced
5. Appendices

**Facilitators/Presenters:** Dr. Jan Ignash



January 12, 2015

Dr. Jan Ignash  
Vice Chancellor of Academic and Student Affairs  
Office of the Chancellor  
State University System of Florida, Board of Governors  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399-0400

**Re: Final Report: RFP 2015-03 FAMU-FSU Joint College of Engineering Study**

Dear Jan,

The Collaborative BrainTrust Consulting Firm (DBA Collaborative Brain Trust University Consulting [CBT UC]) is pleased to submit—through the link: <https://app.box.com/s/o7s87agzfhfqbs41bcjy>—the Final Report (and Final Appendices and References Documents) for the FAMU-FSU Joint College of Engineering Study prepared as a deliverable for the contract (as amended) conducted under the tenets of RFP 2015-03. In the Final Report, the CBT UC team has addressed all the elements discussed as a part of the Contract Amendment finalized on December 18, 2014.

The report results from nearly six and one-half months of dedicated efforts by the CBT UC team consisting of:

- Dr. James Bean, Co-Team Leader: Former Senior Vice President and Provost, University of Oregon (UO) and Dean of the UO Lundquist College of Business following 24 years in faculty and administrative posts at the University of Michigan College of Engineering
- Dr. Robert M. Dixon, Co-Team Leader: For four decades Dixon served in leadership roles in higher education, including the Medgar Evers College of the CUNY system, Hampton University, Grambling State University, and Morehouse College
- Dr. Richard Warder, Senior Consultant: For four decades Warder served collectively as Dean of the Herff College of Engineering and Professor of Mechanical Engineering at the University of Memphis and Professor and Chair of Mechanical and Aerospace Engineering, University of Missouri in Columbia
- Ms. Mary Harrington, Senior Consultant: Harrington served for more than a decade as Director of Institutional Research and Assessment at the University of Mississippi and is the current President of the Southern Association for Institutional Research
- Brian Points, Workforce Economist: Points has directed over fifty consulting projects for clients in education, workforce development, and economic development nationally over the past decade

CBT UC has been most appreciative of the opportunity to contract for the FAMU-FSU Joint College of Engineering Study and will continue do its very best through its expert consultants to complete the final deliverables successfully and in total compliance with the provisions of the contract.

We will be pleased to entertain questions or suggestions as CBT UC and its FAMU-FSU team prepares for meeting the final presentation and testimonial deliverables.

Kind regards.

Sincerely,

A handwritten signature in blue ink that reads "Robert V. Smith".

Robert V. Smith, Ph.D.  
Vice President

C: Patrick McCallum, President, CBT UC, James Bean, Robert Dixon, Richard Warder, Mary Harrington, and Brian Points

# FAMU-FSU Joint College of Engineering Study

Final Report

Prepared for The State University System of  
Florida Board of Governors

January 12, 2015

Collaborative Braintrust Consulting Firm  
1415 L Street, Suite 720  
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## Preamble

### The Florida Agricultural and Mechanical University – Florida State University Joint College of Engineering Study

The Florida Agricultural and Mechanical University (FAMU) – Florida State University (FSU) Joint College of Engineering (Joint College) has served the citizens of Florida for more than three decades. During this period it has provided engineering educational opportunities, contributed to the advancement of engineering through scholarly research and through the graduation of students of varied backgrounds, most notably women, African Americans and other minorities. It has modeled the successful melding of diverse philosophies and approaches to education. FAMU and FSU arrived at 1982, the year in which the Joint College was established, with commitments to diverse missions and weighted by histories that challenged whether they could create a joint institution to advance both of their missions. Notwithstanding the worthy aims of the Joint College, it has experienced opposition to its existence and doubt about its viability since it was initially proposed.

Today, questions about the Joint College's viability are now combined with assertions that it is incompatible with the aspirations of FSU to become a world-class research university. Arguments along these lines have resulted in the study addressed in this document. Do past achievements of the Joint College and its potential for future contributions to engineering education and research ensure its continuation? The study described in this document does not attempt to persuade any course of action, but it does seek to illuminate factors that support the continuation of the Joint College and factors that support separate engineering colleges with differentiated programs at the two universities. The illumination of the two engineering education options aims to aid the Florida Board of Governors in meeting their responsibility to maintain an outstanding system of higher education. The aim of CBT UC in conducting the study is to make certain that the engineering education options available in Tallahassee are clearly analyzed and presented without bias toward either university or their constituents.

The Joint College of Engineering represents an experiment in American higher education, rich with elements that have forged differences and been sources of conflict in American society. It represents an experiment in which those elements have served as sources of strength. The investment of resources, the dedicated work by educational and political leaders, and the graduates produced, and the research pursued at the Joint College are significant. Whatever perspective is taken about the Joint College and whatever positions are taken about its past and future, its accomplishments cannot be overlooked. The women and African Americans whose paths into engineering have been provided by the Joint College, the careers in academe and industry that began at the Joint College, and the research studies produced at the Joint College represent achievements in American higher education that are likely to attract future academic studies.

## Executive Summary

A team of consultants from CBT UC was engaged to study the choice between 1) maintaining the FAMU-FSU College of Engineering as a Joint College, or 2) splitting it into two differentiated colleges of engineering. The team did extensive economic modeling of the need for engineers in the Florida economy over the next 10 years. It also accumulated extensive information from the institutional research operations at various universities to obtain a detailed picture of the engineering graduate supply at bachelor's, master's and doctoral levels for both public and private schools in the state. Interviews and focus groups were carried out involving the Chancellor and his staff, the Presidents of both FSU and FAMU and their staffs, the Dean of the Joint College and his staff, the Dean Emeritus, the faculty, staff, students, alumni, and advisors of the Joint College in order to assess the current situation, and its relationship to the missions of each parent university.

The economic study shows that there are needs for additional engineers within Florida in a few disciplines including computer engineering. In other disciplines, such as chemical and electrical engineering, there may be an oversupply of engineering talent currently produced in the state. In any case, the expansion of engineering research capability in Tallahassee may help develop a high-tech corridor in the Big Bend region. FSU seeks to become a top 25 public research university and gain an invitation to become a member of the Association of American Universities (AAU). Florida has very few AAU schools relative to other states of its size. The leap forward by FSU to the scale of research that characterizes the output of a top 25, AAU university may significantly enhance Florida's high-tech economy. Hence, FSU's mission goal is well supported by economic development and citizen opportunity.

FAMU wishes to maintain its role in engineering for two reasons: 1) to continue to provide access to engineering as a career path for students who otherwise would not have the option, and 2) to achieve its emerging mission to expand its world-class research. As a land grant school, its original mission includes engineering as a focus. Hence, FAMU's mission goal to maintain strong engineering is well supported by its original mission and projected opportunities for Florida citizens.

All parties agree that the current organization and implementation of the Joint College is not reaching its potential. Enrollment numbers show that it not as successful as many other schools in the State University System, either in the overall production of graduates or in graduation of minority Floridians. This appears to be largely because of the strain between the differing missions of the two parent universities, and a poor organizational structure based on the

original Memoranda of Agreement. The structure seeks to save money, and to protect each parent university with little regard for the impact on student experience and faculty and staff productivity. The faculty, staff and students in the Joint College are of high caliber and committed to its unique mission, but are frustrated by the organizational barriers to success.

A critical factor in deciding whether to improve the Joint College or to separate it into two colleges is Title VI of the 1964 Civil Rights Act and the accompanying Fordice decision in the US Supreme Court. They appear to state that there cannot be duplicate engineering programs in Tallahassee, one that is predominantly white, and the other predominantly black. This would be viewed as a separate-but-equal educational system. Under this condition, separate engineering programs would either need to deal out the disciplines among the two parent universities, or to form two colleges with substantially different organizations (*e.g.*, one with traditional departments, and the other with Grand Challenge-based, multidisciplinary clusters). The former could result in two incomplete and ineffective engineering colleges.

The cost to set up a new FSU engineering college that has the scope of a top 25 public engineering college is estimated at \$500 million. The Fordice Decision seems to imply that the same \$500 million would need to be invested in the FAMU engineering college. Hence, the overall cost to set up a two-college system may be prohibitive.

Developing a more successful Joint College will also cost money. The Joint College will need a significant reorganization, focusing on student success and faculty productivity. This would include significant renovation of Buildings A and B, and completion of Building C. Many systems now borrowed from the two parent universities would need to be brought into the Joint College and customized to simplify administration and effectiveness of the unit. For the Joint College to be successful, FAMU would need to substantially improve the mathematics preparation of pre-engineering students, and reemphasize recruiting talented students through scholarships and marketing. FAMU would also need to bring its engineering faculty start-up and salary packages up to the level of FSU as part of the reorganization.

Neither path facing the Board of Governors is simple. However, the achievement of exceptional engineering education in Tallahassee holds great potential for economic development, particularly in bringing high-tech to the Big Bend region, and in career development and improved lives for many Floridians.

## I. Introduction

### A. Background

Although examples of cooperative agreements between historically black colleges and universities (HBCU) and historically white colleges and universities (HWCU) existed prior to 1982, the agreement between Florida A & M University (FAMU) and Florida State University (FSU) in 1982 to establish a jointly managed and operated college of engineering was unique. The potential it created to increase women and African American graduates in engineering; the shared responsibility it required for teaching, research, and management; and the level of communication and collaboration it fostered were unparalleled in prior agreements between HBCU and HWCU. Bound by their common interest in offering engineering degree programs, these two public universities with diverse histories, diverse missions, and diverse aspirations have met the challenges posed by these diversities and for the last thirty-two years, through the joint FAMU-FSU College of Engineering (Joint College), contributed positively to engineering education in America. The first baccalaureate degree in engineering was awarded in 1985, the first master's degree in 1989, and the first doctoral degree in 1991. Since those beginnings the joint FAMU-FSU College of Engineering has awarded more than 5,000 baccalaureate degrees, more than 1,000 master's degrees, and more than 200 doctoral degrees.

The college owes its origin not only to the goals of the two universities, but also to the confluence of other factors, especially Title VI of the Civil Rights Act of 1964. Title VI has been used by the Office of Civil Rights, of initially the United States Department of Health Education and Welfare and later the United States Department of Education, to compel several Southern states including Florida to dissolve the segregated educational systems they were found to have been operating in 1969. In subsequent agreements with the Office of Civil Rights that evolved during the 1970's Florida committed to the enhancement of Florida A & M University. That commitment was expressed in the plan entitled, "Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education," dated February 1978. In this plan, shared with the Office of Civil Rights of HEW, the state affirmed its intention to:

Give priority consideration to placing any new undergraduate, graduate, or professional degree or non-degree program, which may be proposed at the traditionally black institution, consistent with its mission and consistent with the educational needs of the state. When such programs are proposed by Florida A & M University, consistent with its mission and consistent with the needs of the state and students, priority consideration will be given for program approval and for development assistance.



The Joint College, buttressed by the constraining forces of Title VI, the goals in engineering of FAMU and FSU, and the determination of the university presidents, began a journey without models to follow. Although their resource bases were different and although their philosophies of education were different, they both brought to the Joint College valuable assets. FSU brought the potential for a strong funding base to the college, stronger than FAMU alone could have provided and FAMU brought the potential for attracting an academically well prepared African American student population, stronger than FSU alone could have attracted at that time. The divergence between the two institutions in financial strength present in 1982 has not diminished in the intervening 32 years. The divergence between the two institutions in the ability to attract African American students present in 1982 has dissipated. Today, midst a decline in African American enrollment from FAMU in the College of Engineering and increasing financial support from FSU for research and teaching, questions about the viability of the Joint College have taken on a significance not heretofore realized.

**Table I.** Enrollments in the FAMU-FSU Joint College of Engineering

Institution and Degree	Enrollment Years									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
FAMU B.S.	582	493	430	435	471	472	505	471	379	321
FSU B.S.	801	765	758	767	745	852	894	948	992	1109
FAMU Grad	56	39	36	30	29	35	35	31	26	24
FSU Grad	228	234	233	232	215	225	229	246	244	246

Critics of the Joint College now use the declining presence of FAMU students to advance the argument that the college should be separated. In Table I enrollments in the college from FAMU and FSU are shown. The enrollment numbers at the undergraduate level for both universities include only students with a declared major in an engineering degree program.

The undergraduate degree programs are Chemical, Civil, Computer, Electrical, Industrial, and Mechanical Engineering. The graduate degree programs include Biomedical Engineering and the undergraduate programs cited minus Computer Engineering.

The decline in the enrollment and persistence (see graduation data shown in the appendices) of FAMU students should have motivated some strategic initiatives. Significantly, the difference in total enrollment (FSU – FAMU), which was 391 in 2004 increased to 1,010 in 2013. Between fall 2004 and fall 2013 the total enrollment of FAMU students in the FAMU-FSU Joint College of Engineering declined 46 percent. Also of note is the fact that the FAMU undergraduate enrollment in Civil Engineering was 253 in 2004 and increased steadily to 409 in 2010 and then dropped dramatically to 136 in 2011, and reached a 10-year low of 66 in 2013. These fluctuations in enrollment numbers are largely explained by the fact that, from 2004 until 2010, all pre-engineering students at FAMU were assigned to the Civil Engineering major.

#### B. Purpose and Scope of Study

In the legislative session of 2014, an amendment was added to the General Appropriations Act to establish at Florida State University a separate college of engineering. The proposed separation of the Joint College was opposed by the President of FAMU and supported by the Interim President of FSU. That legislation stimulated debate among the supporters for the two universities with very diverse views expressed. Although race has been a factor in the history of the Joint College, the views that have been expressed about its proposed dissolution have not consistently been along racial lines. The opposition to the legislation resulted in a compromise whereby the Florida Board of Governors was directed to obtain the services of an independent non-Florida based organization to conduct a study of the proposed separation. Specifically, the RFP states:

The Board (Board of Governors, State of Florida) is seeking to obtain the services of an independent non-Florida based educational consultant to conduct an academic feasibility study of the Florida Agricultural and Mechanical University/Florida State University Joint College of Engineering (Joint College) that will analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two Universities with respect to the College of Engineering, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. The study shall also include an analysis of statewide public and private postsecondary engineering program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels.

The Collaborative Braintrust Consulting Firm's University Division (CBT UC) of Sacramento, California responded to the RFP and received the contract to conduct the study of the options as described. This report sets forth the analysis of the pros and cons of the two engineering options, an examination of the original mission of the Joint College, a cost-benefit analysis of the options, and an analysis of the constraints that Title VI of the Civil Rights Act of 1964 imposes on the two engineering options. The options have also been examined from the perspective that world class-engineering opportunities for students at both universities is a goal. The postsecondary engineering offerings at public and private institutions in the State of Florida are analyzed. The examination of another contextual variable, workforce demand for engineering degree recipients, undergraduate and graduate, through 2024 is also presented.

### C. Organization of the Study

The study has involved reviews of two histories of the development of the Joint College, state plans for higher education, catalogs of the two universities, strategic plans, and program materials from the Joint College; budgets, data on enrollments, graduates, research, grants and contracts, patents, and endowments; interviews with the Board of Governors Chancellor Marshall Criser III and his senior staff, FAMU President Elmira Mangum and her senior staff, FSU Interim President Garnett S. Stokes and her senior staff, and interviews with the College of Engineering Dean Yaw D. Yeboah and his Associate Deans; Dean Emeritus Ching Jen Chen; focus group discussions with faculty, staff, students, alumni, and the Joint College Advisory Board members; and close readings of consent decrees entered into by some southern states in response to actions taken by the Office of Civil Rights. The study conducted and the findings are presented in four sections following this introduction. In Section II, entitled Situational Analysis, elements that both frame and inform the analysis of the two engineering education options are presented. Included in this section are discussions of the roles of engineering at the two universities. There are some factors, which challenge the viability of any proposed change in engineering education at the Joint College.

There are some factors that challenge the viability of any proposed change in engineering education at the Joint College. These have been termed critical factors and they are discussed in Section III. The original mission of the Joint College is described in Section II and examined in Section III. The heart of the report is found in Section IV under the heading, Analysis of the Proposed Engineering Education Options. In this section the pros and cons of the two options are described and critically examined. Also located in this section are the engineering workforce demand analysis and the cost-benefit analysis of the two options. The goal of achieving world-class engineering opportunities is brought into focus in the cost-benefit analysis of the two options. This report faithfully follows the RFP and does not contain any recommendations; however the major findings of the study are summarized in Section V, the Conclusion. References used in the development of the study are listed in Section VI. The Appendices are found in Section VII. They

contain tables of data on the scope of engineering education in Florida and engineering workforce needs. Information on the research process and the research team that conducted the study are also presented in the Appendices.

The study undertaken by CBT UC and set forth in this report provides the Board of Governors with a thorough examination of the two engineering education options. It affords them guidance and perspectives that are historical and futuristic. Ultimately, this report is a resource that can assist the Board of Governors and the Florida Legislature in fulfilling their responsibilities to the citizens of Florida.



## II. Situational Analysis

### A. The FAMU-FSU Joint College of Engineering

#### 1. Historical Overview

In the late 1970's, the State of Florida was engaged in a continuous dialogue with the Office of Civil Rights of the U. S. Department of Health, Education and Welfare as it sought to obtain approval of its plan to dissolve the remnants of its former dual system of education, to enhance new program development at FAMU (its only HBCU), and to create a unified system of higher education. Also in the late 1970's engineering was a topic of discussion at both FAMU and FSU. FAMU had growing baccalaureate degree programs in civil and electronics engineering technology. In 1980 FAMU expanded its program offerings to include architectural engineering technology and construction engineering technology. FSU, almost two decades earlier, had ventured forward and established a School of Engineering Science in 1959. This endeavor was short lived and the school was eliminated in 1972 due to projected financial deficits. The desire to become a major research university persuaded the leaders at FSU that the establishment and operation of an engineering college was a necessary step toward this ambitious goal. FAMU, as a land grant university with a career focused mission, viewed professional engineering degree programs as a logical extension of its engineering technology curriculum and as an unfulfilled part of its mission.

According to ACE Fellow Karen Frair in *Now Is the Time*\_(1989) FAMU claimed in its mission statement to be

... a residential multipurpose university whose principal role is to provide professional education for career oriented students whose aim is for entry level professional positions in business, industry, and the professions.

Karen Frair also writes that in 1989 FSU claimed in its mission statement to be ... a comprehensive graduate-research institution with state-wide responsibilities offering diverse undergraduate, graduate, advanced graduate and professional studies, and, generally, undergraduate preparation for advanced study.

The expressed ambition of these two Tallahassee institutions to offer engineering programs was never uniformly supported. Perhaps this fact, perhaps Title VI of the Civil Rights Act of 1964, or perhaps the wisdom of the leaders of the two universities led to their collaboration in proposing to establish joint engineering programs. On February 11, 1982, the Board of Regents approved the establishment of the Joint College based on the agreement entitled "Proposed Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in

Tallahassee,” signed by Presidents Walter Smith (FAMU), Bernard Sliger (FSU) and Chancellor Barbara Newell (Board of Regents). Although operational information was not included in the agreement and was left to be specified, the agreement did formally establish the FAMU/FSU Institute for Engineering.

Inherent in the establishment of the FAMU/FSU Institute was the notion of oneness - a single engineering institution in Tallahassee. Since the Institute began without facilities and faculty and since the presidents decided to begin in August 1982, the Institute had to rely on the two universities for resources. Thus, from the beginning the concept of twoness emerged and it has not dissipated.

The academic engineering programs at the BS level that were initially approved for the Institute were:

- Electrical and Computer Engineering
- Chemical Engineering
- Civil Engineering
- Industrial Engineering
- Mechanical Engineering.

The FAMU/FSU Institute for Engineering sought to offer excellent undergraduate and graduate programs in engineering subjects, to increase the number of women and minority engineering graduates, and to achieve national and international recognition for excellence in engineering research.

In 1982 courses in civil engineering and in the electronics option of electrical engineering were taught at FAMU by FAMU faculty. Courses in the computer engineering option of electrical engineering were taught at FSU by FSU faculty. In subsequent years, chemical engineering and mechanical engineering courses were taught at FSU by FSU faculty. Industrial engineering courses were delayed until 1986 and by that time the name of the institution had changed to the FAMU-FSU College of Engineering (1985).

Specificity about the administration of the Joint College (Institute) was resolved over a period of five years, culminating in the 1987 Agreement of March 31, 1987 and as amended, August 31, 1987. The division of responsibilities between the two universities for the management of the Joint College and their respective time differences for the processing of requests for services led to criticism of the management structure. This resulted in a revision of the Joint Management Agreement of 1987 in May 2005.

Following initial accreditation by the Engineering Accreditation Commission of ABET of civil, electrical and mechanical engineering in 1986 and chemical engineering in 1987, approval was given by the Board of Regents in 1987 to establish masters programs in these fields. The baccalaureate degree program in industrial engineering was not implemented until 1988, although it had been specified in the initial agreement of 1982. Doctoral programs in chemical and mechanical engineering were implemented in 1988. The doctoral program in electrical engineering was established in 1994 and doctoral programs in civil and industrial engineering were established in 1997. In 2000, the Joint College was approved to establish masters and doctoral programs in biomedical engineering.

During the 32 years of its existence the Joint College has been the focus of many contentious issues. The histories of its current location, the delay in implementing the industrial engineering program, and the demands made by students from FAMU that the College should have more African American faculty members are notable examples. In spite of many expressed differences and openly contested issues, the Joint College has continued to serve the citizens of Florida. The history of the Joint College of Engineering is an exploration into development and change in higher education in the South following the passage of Title VI of the Civil Rights Act of 1964. This history reveals successes in proportion to the interests, passions and commitments of the political and educational leaders.

## 2. Administrative Structure

The administrative structure around and within the Joint College is multi-layered and complicated. Faculty members are appointed through either FSU or FAMU with some appointed on funds within the Joint College, managed through FAMU, and some appointed on funds entirely within FSU. See section II.A.5 for details.

Faculty members and staff report to the Dean of the Joint College. The dean, by agreement, is always an FSU faculty member. An Associate Dean, by agreement, is always a FAMU faculty member. The dean reports jointly to the provosts of FAMU and FSU. The provosts report to their respective presidents, who in turn report to their respective institutional boards. The Board of Governors is the constitutional governing board for the State University System of Florida, which, under Article IX, Section 7 of the Florida Constitution, establishes the duties and responsibilities of the institutional boards. The members of the Board of Governors are appointed by the Governor and interact closely with the Governor and the Florida Legislature.

The dean works closely with the Joint Management Council that consists of the provosts, presidents and CFOs of the two parent organizations. Prior to the dissolution of the Board of Regents, the Chancellor also sat on the Council. Many Joint College faculty members contend that issues were dealt with in a timely manner when the Council included the “tie-break” vote of the Chancellor. We note that recently the provosts of FAMU and FSU have been meeting

together with the Dean of the Joint College on a monthly basis and it is felt that this is improving the ability to communicate with the parent organizations and accomplish needed changes.

The February 1982 memorandum of agreement between the two universities laying out the management of the Joint College prohibits the development of an, “autonomous administrative structure, which is not responsible to the two universities.” (Division of Operational Responsibilities Between FAMU and FSU, March 31, 1987) This has been interpreted as requiring the joint college to use administrative support structures from one of the two universities. The Memoranda of Agreement (1982, 1987, 2005) separate the responsibilities to the two parent universities. For example, FAMU is responsible for building maintenance, while FSU is responsible for security.

This admonition against the Joint College developing its own administrative structures has had many unintended consequences that reduce the effectiveness of the staff and faculty, and hence the student experience. For example, each term, a senior administrator enters roughly 176 courses into the FSU registration system so that the FSU matriculated students can register for them. She/he then enters the same 176 courses into the FAMU registration system so that the FAMU matriculated students can register for those courses. We heard tales of many administrative tasks that take much longer within the Joint College than in any other units due to duplicated efforts.

Since FSU is assigned security for the building of the Joint College, FSU identification cards allow entry into appropriate secure areas. FAMU identification cards do not. The solution for this situation was that FSU guest cards were issued to all FAMU students each term so that they could enter the appropriate areas. Besides being a hassle for the FAMU students that FSU students do not encounter, some FAMU students report that it made them feel like “second class citizens” in the College. While the administration reports that this issue has been remedied in the past few years, it was relayed to us by multiple focus groups as a lingering issue.

We heard stories that for some period when FSU began establishing research facilities around the Joint College, only engineering faculty with FSU affiliations were admitted to the laboratories. A faculty member appointed at FAMU could not use the facilities, even if he or she was working on a grant supporting work in those laboratories. We do not know if this was a policy issue or security issue. It was resolved after some period, but is another example of the constant barriers that some faculty, staff, and students face within the Joint College that others do not.

While it appears efficient to use FSU and FAMU administrative services in all places, faculty and students of the Joint College suggest that the ability to develop Joint College integrated services in key areas would significantly aid the quality of teaching and research within the College.

The organizational structure facing the Dean of the Joint College is intimidating. As an example, consider Building C. The third building of the Joint College campus was described in the original plan. It was finally approved for planning in 2009. Yet the project has not progressed. This is a major issue within the Joint College as lack of classroom and laboratory space precludes growing the student body or faculty to attain some of the FSU goals. As it was described by the administration, to move anything forward requires getting the attention of the provost and president at one university, and then the other. It requires that both universities have sufficient funding or bonding capacity to move the project forward. As each university prioritizes its building requests for each legislative session, they may tend to rank projects wholly within their university above those of the shared college. The result is a negative feedback loop in which the Joint College is under resourced, leading to underperformance, which is again the reason it is under resourced. It was suggested by senior faculty members in the Joint College that this complexity of reporting and resolving issues is a barrier for hiring senior leadership.

### 3. Academic Programs

The Joint College currently offers bachelor, masters and Ph.D. degrees in Civil and Environmental Engineering (Not Ranked), Chemical and Biomedical Engineering (Not Ranked), Electrical and Computer Engineering (102 out of 137 ranked), Industrial and Manufacturing Engineering (65 out of 78 ranked), and Mechanical Engineering (88 out of 142 ranked). In the latest US News rankings of graduate engineering programs (public and private) the Joint College is ranked 102 out of 176 ranked. Parentheticals above show US News specialty rankings. US News does not rank disciplines such as engineering at the undergraduate level. Overall, FSU undergraduate programs are ranked 95 (publics and privates) out of 202 ranked and FAMU undergraduate programs are not reported. The Mechanical Engineering Department, using the NRC-S research ratings (PhDs.org), is 26th in research output per faculty among all mechanical engineering departments, and 13th among publics.

We talked with a number of alumni of the College who spoke very highly of the preparation they received. They hold a number of important roles in industry and the academy. Nonetheless, this impact is dulled by the enrollment trends.

Table 2D in the appendix shows enrollments and student diversity in each department over the past 10 years. Overall, the Joint College enrollments have been nearly flat for the past 10 years where other engineering schools in Florida have seen significant increases. The FSU enrollments in engineering have increased 36% over the past 10 years where FAMU enrollments have decreased 45%. During this same period, the FSU enrollment of African-American students has decreased 36%, while FAMU's enrollment of African-American students is down 46%. Education of African-American students is a key element of the Joint College mission so these numbers indicate a reduction in mission attainment.



Table 2D shows that approximately 24% of enrollments at the Joint College (UG + Grad) are women. These numbers, that have not changed significantly over the past ten years (Table 2D), and are about equal to the University of Florida engineering enrollment profile, and higher than all other SUS universities. Given the prominence of educating women in engineering within the Joint College mission, we might expect more national leadership in this aspect. To achieve such prominence would require about 40% women.

#### 4. Research Programs

Research programs associated with the Joint College are complicated to describe. Like FSU, the Joint College considers itself to have a strong research mission. While FAMU sees research as part of its mission, it has not emphasized research to the extent of FSU or the Joint College. This is reflected in the statements of the presidents and the promotion and tenure criteria. We do know that the most recent Work Plan from FAMU states a mission with more emphasis on research than past documents. This appears to be a recent change.

Both FSU and FAMU faculty within the College are part of the Joint College's research culture, participate in the research mission, and frequently intertwine their research. For example, FAMU faculty members oversee FSU Ph.D. students and vice versa. FSU and FAMU faculty members participate in the same grants as co-principal investigators. FSU faculty members can submit research proposals through FAMU and vice versa. One issue raised by both FAMU and FSU faculty members is that the research administration office is more effective at FSU than at FAMU, leading many faculty to submit proposals through FSU simply to avoid complications. Alternatively, faculty members from both schools submit proposals through FAMU to access research funds designated for HBCUs. As a result, any separation of the research done by FSU faculty and FAMU faculty within the Joint College would be an artifact of accounting. As it should be, it is an integrated, cross-disciplinary, cross-university research endeavor.

Outside the college both universities have established research institutes in locations close to the Joint College. Examples include the Center for Advanced Power Systems (FSU), the National High Magnetic Field Laboratory (joint FSU, UF, and Los Alamos), the High Performance Materials Institute (FSU), the Center for Intelligent Systems Control and Robotics (FSU), and the Center for Plasma Science and Technology (FAMU). Due to the complexities of the Joint College funding model, FSU has invested in research programs outside the Joint College. That is, funding remains within the parent university even though the functions within the center/building are engineering related and involve FSU and FAMU engineering faculty and Ph.D. students. Most of these research laboratories are affiliated with FSU, though faculty and students from both FSU and FAMU participate in the research programs.

The measured research funding brought in by faculty in the Joint College is shown in Table 2H.

In fiscal year 2013, the Joint College reported to the American Society for Engineering Education (ASEE) research expenditures around \$10 million, or around \$14 million if we include research run through FSU research centers. To put this in perspective, considering FSU's goal to be a top 25 public research university, and the fact that the engineering programs in the institutions currently ranked 23-27 average \$70 million per year as reported to ASEE, an FSU engineering college would have a long way to go. The University of Michigan, ranked fifth among publics, reports \$234 million. Hence, it appears that the Joint College is underperforming according to the goals for its research mission by a considerable margin.

There are many reasons for this lack of performance. The five institutions ranked 23-27 average 201 engineering faculty members in engineering according to ASEE reports. The Joint College reported a faculty count of 84. Hence, the size of the college does not reach the desired level. Joint College faculty growth is hindered by budgetary and space constrictions. Graduate student enrollment in the five universities ranked 23-27 averages 1,809. The Joint College reports 279 students. Research funding per engineering faculty member in the "around 25" institutions averages \$348K per faculty member. For the Joint College the current average is \$119K per faculty member, according to 2013 ASEE submissions. Hence, the output per faculty member as well as the number of faculty members would need to significantly increase to achieve numbers typical of a public institution ranked near the top 25.

Our sense of the faculty of the Joint College is that they are committed to research and teaching, and doing what is possible in an understaffed and cramped environment. Spires of excellence such as the Mechanical Engineering NRC-S rankings show that there are many excellent faculty members at the college. However, the organizational structure, budget limitations, and space limitations are significant barriers to growth.

## 5. Faculty

Faculty within the Joint College can be appointed in a variety of ways. Approximately 24 members of the faculty are appointed through FAMU and paid from the Joint College budget. They are distributed across the departments. Approximately 24 members of faculty are appointed through FSU and paid through the Joint College budget. They are also distributed across the departments. Approximately 38 members of the faculty are appointed through FSU, but paid on FSU funds that are maintained outside of the Joint College. These faculty members are also distributed across the departments.

In the early days, the faculty was roughly equally divided between FAMU and FSU faculty and all were paid from the Joint College Budget. Since the departure of President Humphries in 2001, FAMU has not grown its support of the Joint College in line with FSU's increased support. This appears to have been due to a combination of differing financial resources available to FAMU and FSU, but also a deemphasizing of engineering within FAMU. From quotes and a conversation with President Mangum, it seems that in her administration FAMU will once again support the Joint College. However, it will be hard to catch up with the level of the FSU investment.

During this period of differential support, some open FAMU faculty positions became available but were not filled due to lack of funding for market competitive salaries and start-up packages. We were told that some of these salary lines were transferred to graduate student support. FSU desired to grow engineering, but FAMU was not able to participate. Hence, FSU allocated funds to hire needed faculty entirely from its own funding. Had this funding been contributed to the Joint College budget, it would have been transferred to FAMU accounts according to the Memorandum of Agreement (1987). We presume that to retain control of its funding, FSU set up accounts outside the Joint College, but inside FSU, to administer these funds.

During this period FSU faculty members had higher start-up packages and better salary increases than did FAMU faculty members within the Joint College. Partly this is because faculty members belong to different unions that negotiate different compensation packages with their respective universities. This has caused significant strain within the College as faculty members in adjacent offices, doing essentially the same quantity and quality of work, were compensated differently based on the university that initially employed them. In data provided by the Chancellor's Office, the budgeted start-up package for a FAMU faculty member hire in the Joint College for FY15 was roughly half of the budgeted start-up package for a FSU faculty hire in the Joint College. It is our understanding that President Mangum is aware of these discrepancies, feels that these differences are inappropriate, and has allocated funds to begin to equilibrate support for FSU and FAMU faculty members. However, given the vastly different financial resources available to the two universities, we posit that this strain will continue to be a challenge for the foreseeable future unless there are significant organizational changes within and around the Joint College and funds are found/provided/raised to move toward equity in compensation and financial support, independent of the employing university.

FSU affiliated faculty members are administered through the FSU HR processes including promotion and tenure. FAMU affiliated faculty members flow through the FAMU HR processes including promotion and tenure. As a result, two faculty members in adjacent offices, in the same department, may encounter significantly different evaluation processes. The evaluation

processes at FSU, and within the Joint College, tend to weight research more heavily than does the FAMU process. We were told of a faculty member who received negative P&T recommendations from the department, college and dean, presumably due to a weak research record, only to be tenured by FAMU based on the strength of the teaching record. We should note that we did not verify this case with FAMU and do not know the identity of the faculty member. But the case is often discussed within the College. Conversely, we have been told of faculty members with negative recommendations from the Joint College that were tenured by FSU. We do not argue that the right way to promotion and/or tenure is either the FSU or the FAMU approach. We do argue, simply, that a single set of expectations must be developed for the Joint College so that faculty there will face a fair and transparent evaluation system.

The fact that nearly half of the engineering faculty members are appointed on FSU funds outside the control of the Dean could lead to organizational control issues. Who do those faculty members ultimately report to, the Dean of the Joint College, or the FSU administration that controls their salaries? We saw no evidence of manifestation of these potential organizational difficulties. Nonetheless, it should be seen as a weakness in organizational structure.

Whichever model is eventually chosen, continued joint college or differentiated colleges, it is important that faculty and staff hiring, mentoring and promotion processes be changed so that faculty members within a college, doing essentially the same work, have the same financial and promotion opportunities. This equity should be institutionalized and not allowed to vary with changes of administrations and financial conditions.

## 6. Staff

The Joint College is supported by 40 staff members with 18 assigned to FAMU as employees and 22 assigned to FSU. Eighteen of these staff members are assigned to the academic departments. In focused discussions with CBT UC these staff members expressed their dedication to the Joint College and all displayed a high degree of professionalism. They did complain about the difficulty of working in a situation in which the staff must learn the policies and procedures of two different institutions.

They also indicated frustration with extraordinary time delays in receiving responses from FAMU for services and/or the processing of documents. Additionally, low morale has been produced at the college by the fact that employees assigned to FSU have received salary increases when staff assigned to FAMU did not receive salary increases or did not receive equivalent increases.

The staff contended that the major problem at the Joint College is the fact that the college does not operate with any degree of administrative autonomy. The representation of the Joint College as a symbol of unity between FAMU and FSU in engineering education is not consistent with the experience of faculty, students or staff. That fact is evident in the dual policies, procedures, and practices followed.

## 7. Funding of the College

The Joint College budget has been fairly steady at about \$11 million per year for some time. Within the faculty there is a great deal of folklore that the College funding comes from a line item in the state budget. The Joint College administration has repeatedly looked for such and found none. The Joint College administration reports that the funds are just allocations for each partner university, broken down roughly for the current year as, \$5.6 million for FSU and \$5.2 million for FAMU. It is our understanding that in the beginning, both the funding and the student counts and faculty counts were relatively even. In the past decade, the student and faculty counts have become substantially skewed in favor of FSU. However, the funding of the Joint College budget has not varied proportionately.

In a joint science center reporting to three colleges in California, the three administrations agree on a total budget for the center, and then these costs are allocated to the three parents pro rata with the number of students enjoying the center from each respective school. Were the Joint College run this way, the contributions of FSU and FAMU would have changed dramatically over time.

The budget is administered by FAMU as agreed in the 1987 Memorandum of Agreement. As a result, when FSU has wanted to increase funding of the Joint College unilaterally, it has designated funds within the FSU budget but not transferred them into the Joint College. Presumably, this is to retain control of the funds in the event that they need to pull some back. Hence, there is another roughly \$6 million within FSU that supports Joint College faculty and research. Beyond that, FSU has established a number of research laboratories in the vicinity of the Joint College that support faculty in the College but report to the Vice President of Research at FSU. Funds in those centers, we presume, are not credited to the Joint College.

Hence, coming up with a clear picture of the total resources of the Joint College is difficult. It includes the obvious funding within the College, plus funding held in FSU, and in the research laboratories. In any case, both operating budget and research expenditures significantly lag numbers reported by engineering colleges within universities currently ranked in the top 25 publics, as discussed in II.A.4.



Two direct impacts of the budgeting structure are 1) that research and budget numbers reported by the Joint College to ASEE and accreditation agencies may underreport the real level of activity; and 2) the Dean of the Joint College may not control a substantial subset of these resources. As noted in the faculty section, II.A.5, the fact that roughly 38 of the faculty in the Joint College are paid from FSU funds brings into question the dean's authority to run the college. For any dean, this would be a very difficult environment within which to operate.

Equally threatening is the perspective, apparently held by FAMU that the Joint College funds are FAMU funds rather than FAMU serving as a custodian of joint funds. For example, we were told that if a FSU assistant professor is promoted to associate professor he/she receives a 12% increase. If a FAMU assistant professor is promoted to associate professor he/she receives a 9% increase. This creates inequities. But since FAMU views the joint dollars as FAMU funds, the Joint College is not allowed to use its own funds to ameliorate the inequities.

In another example, the Society of Women Engineers (SWE) wanted its corporate partners to fund the Joint College in support of female engineering students. Since the Joint College does not have a foundation, the gift needed to be routed through either the FSU or FAMU Foundations. Once the funds were received, FAMU presumed that they were FAMU funds rather than joint funds and limited use of the funds to only FAMU registered students within the Joint College. This was not SWE's intent. One of the two parent universities must be custodian of the Joint College funds, but these funds should be administered through an agreed upon policy that is an amalgam of FSU and FAMU policies designed to further the success of the Joint College students and faculty. The perspective that FAMU has taken, that the Joint College funds should be administered as if they were FAMU funds, has been very divisive.

## 8. Enrollments

Beginning in the fall of 1982 with 35 students, the Joint College grew each year until 1992 when the total enrollment stood at 1,961. The total enrollment reached 2,107 in 1994 and then declined until 2000. Since 2000 the total enrollment has shown modest increases with some small fluctuations. In the fall of 2013 the total enrollment stood at 2,217. These numbers include students at all degree levels that declared engineering as their academic discipline of study.

During the first two decades of the Joint College the undergraduate enrollment from FAMU comprised a significant fraction of the total enrollment. In 2004, undergraduate enrollment from FAMU in the Joint College was 29.4 percent. In 2013, the undergraduate enrollment from FAMU in the Joint College was 14.5 percent of the total undergraduate enrollment. In the fall of 2013, the total undergraduate engineering enrollment from FAMU was 321, which represented a 42.3 percent decrease from the enrollment in 2004 (582). During the same

period the undergraduate engineering enrollment of FSU students showed a 35.6 percent increase (from 1,398 to 1,896). Since the FAMU enrollments are roughly 90% African-American, this decreasing participation by FAMU enrollees also indicated a significant loss in diversity.

Significantly, the largest headcount increase in undergraduate enrollment in engineering from 2003 to 2013 occurred at the University of Central Florida, with an increase of 2,192 students, or 77.1 percent. The second largest increase was at Florida International University, with an increase of 1,067 students or 55.5 percent. The institutions with the highest ten-year percentage increase were University of North Florida (179.9 percent) and University of Central Florida (77.1 percent).

At the graduate level, enrollment in the Joint College from FAMU increased from 10 in 1990 to 36 in 2003. Subsequently, the graduate enrollment from FAMU in the Joint College decreased each year until 2008 when it stood at 29. After increasing to 35 for the next two years, the number continued to decrease. In the fall of 2013 it was 24, of which 22 are African Americans. At the graduate level, the decline in enrollment of FAMU students suggests that the Joint College has not been a priority at the University. Enrollment data can be found in Tables 1A and 2D.

### 9. Degrees Awarded

In 1985 the first set of baccalaureate degrees in engineering were awarded by the Joint College. Six of the graduates were from FAMU and seven were from FSU. The next year 16 of the graduates were from FAMU and 30 were from FSU. During the following six years the graduates from FAMU annually constituted less than 20 percent of the graduates produced by the Joint College.

From 1993 through 1996 the number of BS degree graduates in engineering from FAMU increased and represented a substantial number of the total number of BS degrees awarded by the Joint College. For example in 1995 30.5 percent of the BS degree graduates from the Joint College were from FAMU and in 1996 35.8 percent were from FAMU. In 2000, 137 students from FAMU received the BS degree from the Joint College, representing 48.9 percent of the baccalaureate degrees awarded by the Joint College.

After 2000, the number of BS degrees awarded to FAMU students declined, but remained above 30 percent of the total number of degrees until 2005. From 2005 the number of BS degrees awarded to FAMU students declined, reaching a low of 29 for 2011-12, a number comparable to the productivity of the college in 1992.

The number of BS degrees awarded to students from FSU increased from seven in 1985 to 205 in 1995. The number then slowly declined to 140 in 2003 before increasing again. The number has varied, showing increases and decreases between 2004-05 and 2012-13. The largest number of BS degrees awarded by the Joint College to FSU students occurred in 2011-12 when 305 degrees were awarded.

At the graduate level the first MS degrees were awarded in 1989 and the first Ph.D. degrees were awarded in 1991. In 1989 one student from FAMU received the MS degree and five students from FSU received the MS degree. In 1991 the two doctorates awarded went to students from FSU. The largest number of MS degree recipients from FAMU was 18 in 2003-04. The largest number of MS degree recipients from FSU was 65 in 2003-04. The number of MS degrees received by students from FAMU has remained relatively low, from 18 in 2003-04 to three in 2007-08. In 2012-13 the number of FAMU students who received the MS degree in engineering was five. At the doctorate level the largest number of recipients from FAMU in any given year has been four. The largest number of recipients from FSU was 24 in 2006-07. Data on degrees awarded by the Joint College for the last ten years are displayed in Table II.

**Table II.** Degrees Awarded by the FAMU-FSU Joint College of Engineering

Institution and Degree	Enrollment Years									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
FAMU B.S.	87	72	65	47	54	46	34	31	29	33
FSU B.S.	187	221	240	230	266	253	253	233	305	257
FAMU M.S.	18	10	5	6	3	4	9	5	13	5
FSU M.S.	65	51	43	42	54	52	43	61	52	55
FAMU Ph.D.	1	2	3	4	4	4	2	4	1	2
FSU Ph.D.	10	17	17	24	22	18	15	21	20	15

The differences in the number of degrees awarded by the Joint College at the undergraduate and graduate levels to students from the two universities strongly suggest differences in the missions of FAMU and FSU. Some perspective about these numbers is afforded by examining the productivity of other engineering colleges in the state, as indicated in Table III. At the undergraduate level the University of Central Florida (UCF) has almost pulled equal to the University of Florida (UF) in enrollment. UCF, however, continues to lag behind UF in BS degrees awarded. At the graduate level in both enrollment and degrees awarded UF is without peer in the state.

**Table III.** Comparison of Undergraduate and Graduate Degrees Awarded in Florida Public and Private Institutions, 2012-2013

	Degrees			
<b>Institution**</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctorates</b>	<b>Total</b>
Florida A & M University	34	5	2	41
Florida Atlantic University	214	48	9	271
Florida Gulf Coast University	67	0	0	67
Florida International University	352	210	42	604
Florida State University	257	55	15	327
University of Central Florida	786	251	75	1112
University of Florida	1038	1000	192	2230
University of North Florida	102	19	0	121
University of South Florida	458	215	49	722
University of West Florida	51	0	0	51
Embry-Riddle Aeronautical University	268	79	0	347
Florida Institute of Technology	210	151	4	365
University of Miami	182	61	19	262
**Private institutions in green				

## B. FAMU's Role in Engineering

From the inception of the joint endeavor in engineering FAMU's senior leadership team made engineering prominent in its plans and the use of its resources. Under the leadership of President Frederick Humphries scholarships were strategically used to recruit academically well prepared African American students for engineering studies. This resulted in FAMU students comprising an increasing fraction of the undergraduate student population from 1985 through 2003. President Humphries retired in 2001; however, the momentum from his efforts sustained student enrollment in engineering through the tenure of his successor.

The decline in the undergraduate student enrollment in engineering that started in 2004 has continued and in the fall of 2013 the FAMU undergraduate student enrollment in engineering stood at 321. It should be noted that Florida State University's student enrollment is about 3.79 times the student enrollment at Florida A & M University and that during many of the years that Frederick Humphries was its president FAMU undergraduate students had greater than a 26 percent presence in the undergraduate population at the Joint College.

The views of FAMU students at the Joint College should prove instructive to those who are interested in once again achieving a growing population of FAMU students at the Joint College. Based on interviews with undergraduate students from FAMU at the Joint College, the FAMU Department of Mathematics should assess the adequacy of the courses taken by pre-engineering students to ensure good preparation for upper division engineering courses. At a minimum the students need Calculus, through Stokes' Theorem and the Divergence Theorem, and courses in Linear Algebra, and Differential Equations.

At the graduate level the enrollment of FAMU students at the Joint College has not been commensurate with the enrollment of undergraduate students. This is indicative of the emphasis that FAMU has given to the preparation of undergraduate students for successful professional careers. It is also consistent with the expressed mission of FAMU during the 1980's, 1990's and the first decade of the twenty-first century.

The decline in FAMU's undergraduate enrollment in engineering reflects that the agendas of the FAMU leadership during the last ten years included, at most, a declining interest in engineering. The recent appointment of Dr. Elmira Mangum may lead to a reversal of this trend. President Mangum has indicated that the Joint College is valued and has a significant role to play for FAMU students, faculty, and staff. Indeed, in an interview with President Mangum and her senior leadership team, she expressed an understanding of the resources required to achieve world-class engineering programs.

FAMU has a unique role to play in engineering education in Florida. Only FAMU has the license within SUS to provide the remedial mathematics and science education necessary to empower



a bright student from a disadvantaged preparation to access engineering as a career path. Some critics of the Joint College point out that FSU now sends more minority students to the Joint College than does FAMU. This simply reflects the fact that today there are many minority students that have access to the privilege of quality high school preparation. These students can gain entrance to FSU or UF or Georgia Tech or many other universities. However, there are still many bright students without this opportunity of quality preparation. Only FAMU provides them access to an engineering career.

Further, FAMU is a land grant school. “The mission of these institutions as set forth in the 1862 (Morrill) Act is to focus on the teaching of practical agriculture, science, military science and engineering....” ([http://en.wikipedia.org/wiki/Land-grant\\_university](http://en.wikipedia.org/wiki/Land-grant_university)). As such, there is a Morrill imperative, whichever model is selected, that FAMU maintain programming in engineering. Many faculty and staff within the Joint College expressed fear that, under a two-college model, the small number of current FAMU engineering students and faculty would lead to a nonviable engineering program within FAMU, at least without significant additional state resources.

Like FSU, FAMU has solid, mission-based reasoning behind its perspectives on the choice between a joint or two-college model of engineering in Tallahassee.

### C. FSU's Role in Engineering

FSU recently gained status as a preeminent university in the State University System of Florida. Only two universities initially passed the thresholds for this designation, FSU and UF. Other schools in the systems are moving closer to this achievement. Our understanding is that designation includes a funding supplement of \$15 million per year. Criteria for the designation focus on research and graduate education.

FSU has also articulated a goal of ranking within the top 25 public universities, and of being “AAU-ready.” We take this to mean that they wish to have the research and graduate student output signature consistent with universities within this invitation-only organization. FSU cannot control whether or not they are invited to join AAU, but can control if they deserve to be invited.

Achieving this goal will have a positive impact on the economy and quality of life in Florida. AAU schools drive economic development with the formation of intellectual property, spin-off companies and high-tech graduates. All of this is necessary to fuel a high tech economy. High-tech businesses often prefer to locate near major research universities for several reasons. Firstly, tech companies need STEM workers to flourish and clustering near major research universities ensures a pipeline of such talent.

Secondly, major research universities create the potential for commercialization of products and technologies. To exemplify the link between research and economic development, statistics provided by the Association of American Universities indicate that almost 300 start-up companies were initiated in the United States in connection to university technologies in 2011,

72 percent of which operated in the same state as the licensing institution.<sup>1</sup> At this time the Big Bend region of Florida does not have a substantial high tech component to its economy. Establishment of FSU as an engineering research powerhouse would enable attracting and building such an industry. It would attract intellectual firepower into the state including faculty, researchers, and excellent students. FSU is certainly serving this role now, but upping its game in engineering may help to expand those contributions markedly.

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<sup>1</sup> Association of American Universities, “Economic Impact of AAU Universities”.

<https://www.aau.edu/research/article.aspx?ID=9266>. Accessed 11/11/2014  
Collaborative Braintrust Consulting Firm January 12, 2015

Florida ranks fourth in the US in population and is nearly tied with New York for third. The states of California, Florida, New York and Texas are significantly larger than any others. Yet an assay of top research universities, AAU members, counts:

California	9 (CalTech, Stanford, Berkeley, UCD, UCI, UCLA, UCSD, UCSB, USC)
Texas	3 (UT, Texas A&M, Rice)
New York	6 (Columbia, Cornell, NYU, Stony Brook, Buffalo, Rochester)
Florida	1 (UF)

Hence, there is ample reason to augment the excellent contributions being made to the state at the University of Florida by expanding the impact that Florida State can have in the economy-driving field of engineering. Floridians deserve more than one AAU school.

As part of this goal, FSU has recognized that a vast majority of the AAU members have active research programs in engineering and medicine. The University of Oregon is the only school in the AAU without an engineering school, medical school or agricultural school. Hence, the recent moves to expand FSU's footprint in engineering are entirely consistent with its goals.

As is clear in (Table Top 25), the Joint College currently falls far short of the research and graduate student numbers of the schools now holding the US News Graduate rankings 23-27 (around 25). FSU has tried to augment the output of the Joint College by investing in faculty and research facilities on the periphery of the College. Despite these efforts, the Joint College has not made significant gains on schools currently in the top 25.

#### D. State University System Governance Structure

Changes in the governance structure of the State University System over the past 15 years have played a significant part in the development of the status quo at the Joint College. From the inception of the Joint College until 2001, the Chancellor and the Board of Regents played an important role in the governance and development of the Joint College. The original Memorandum of Agreement caused the formation of a Joint Management Council that consisted of the president, provost and CFO of each partner university, plus the Chancellor. In this structure, the Chancellor was able to mediate differences between the universities.

Many long-term faculty members report that the environment in the Joint College changed substantially in 2001 when the Board of Regents was abolished by the legislature. The Joint Management Council remained, but without the balancing involvement of the Chancellor. The perception of some faculty members was that there was less need to compromise. Needed changes could no longer be resolved in the Council. This does not imply that things ground to a halt. But the faculty members report that the personalities of leadership in the two universities became a critical issue. When leadership at FAMU and FSU wanted to move the college forward, compromises could be reached. At other times, it just did not happen.

As the Regents were dissolved, the legislature created separate boards of trustees for each institution, which in turn, reported to the Florida Board of Education. The Florida Board of Education ratified the presidential selections made by the boards of trustees.

Shortly after the demise of the Board of Regents, a constitutional amendment created the Board of Governors as the governing body for the State University System and constitutional boards of trustees responsible for administering their respective institutions pursuant to the powers and duties delegated to the university boards by the Board of Governors. This change was not simply a replacement of the Board of Regents, as the individual university boards of trustees now participate in governance. We simply do not understand the distribution of authority between these two layers of governance. What is clear is that the first layer of mediation for issues of contention between the two parent universities of the Joint College is one layer further removed than under the Board of Regents. It does not appear that the Chancellor under the Board of Governors sits on the Joint Management Council as the Chancellor did under the Board of Regents.

We do note that recently the provosts of FAMU and FSU have been meeting together with the Dean of the Joint College. Reports are that this process is beginning to resolve some of the backlog of issues.

In conclusion, many within the Joint College feel that the dissolution of the Board of Regents had a significant, deleterious effect on the Joint College. Further, they feel that the complex organizational structure of the SUS disproportionately affects them due to the two-parent issues and the increased number of layers in the organizational structure.



### III. Critical Factors

#### A. Origin of the College and Title VI of the Civil Rights Act of 1964

As discussed in Section II. A. 1., Historical Overview, the FAMU-FSU College of Engineering owes its origin to several factors. The most prominent of these is Title VI of the Civil Rights Act of 1964. Without the existence of Title VI, it is highly unlikely that the Joint College would have been established. The closing of the law school at FAMU in 1965 and the establishment of a law school at FSU in the same year by the Florida legislature are both instructive and supportive of this contention. In 2000, 35 years later, the legislature voted to reestablish the FAMU law school in Orlando and to establish a law school at Florida International University. Among the factors that support the continued existence of the Joint College, Title VI is preeminent.

During the last three decades of the twentieth century several states in the South were challenged using Title VI by the United States in federal court for maintaining segregated systems of higher education. During that period the standards for evaluating new educational programs or changes in existing educational programs in those states through the lens of Title VI emerged from many court decisions. The standards were firmly established in the court findings in *U. S. vs. Fordice* (1992). Although the courts have exacted an interpretation of these standards that is not broad, our perspective is that a dissolution of the Joint College that meets the standards stated below is most likely to be well received by FAMU, FSU, their respective alumni, and the citizens of Florida. Admittedly, the standards as presented do not constitute a legal opinion, nor a legal interpretation, but one that would render a legal challenge unlikely if followed. These Fordice standards require:

1. That any new degree program at a state college/university must not foster the development of a dual system of higher education or be derived from or relate to the former dual system. (No connection to segregation)
2. That any new degree program or program change at a state college/university not duplicate a program that is already available within the geographic region at a public HBCU. (No duplication)
3. That any new program or program change at a state college/university must aim toward the realization of a unified educational system. (Achieving unity)

4. That any new program at a state college/university cannot diminish the educational opportunities available at the public HBCU in the given state. (Preserving the public HBCU)

These standards, that are interrelated, constrain the possible changes that could be made to the Joint College. Any change made at this stage would have to make FAMU more attractive to white students in order to meet Fordice # 1. The no duplication requirement (Fordice # 2) means that two public engineering colleges could not be established in the same city, one at a public HBCU and the other at a public HWCU. The FAMU-FSU College of Engineering has encountered a broad spectrum of problems; however none of them are without antecedents and many simply derive from inherent differences in the two universities. The Joint College aims at unity and any separation of the college that best represents an endeavor by the State of Florida to achieve unity would be difficult to defend (Fordice #3). The Joint College is now, independent of any management defects, an integral part of both FAMU and FSU. To separate the Joint College might diminish what FAMU currently has in terms of educational opportunities available to its students and potential students (Fordice #4). Notably, the courts have consistently held that policies and practices violate Title VI only if they are traceable to prior, de jure segregation. In this regard, program duplication, which has a segregation history, poses the greater challenge to the separate-engineering-schools option.

If the decision to separate is made and FAMU receives all extant resources, buildings, equipment, laboratories, and faculty and FSU then establishes a new engineering college, could it be located in Tallahassee? Or stated differently, what type of separation arrangement would obviate a legal challenge?

It should be noted that other facts persuade our perspective that Title VI is a critical factor in the analysis of alternatives to the Joint College.

1. The letter from Assistant Secretary for Civil Rights Catherine E. Lhamon to The Honorable Rick L. Scott, dated April 25, 2014, in which Secretary Lhamon expresses concern that the dissolution of the Joint College “would directly impede the likelihood of Florida realizing the commitments it has made in the Agreement to strengthen academic programs at FAMU and avoid unnecessary program duplication.”
2. In August we met with Dr. Cynthia G. Pierre, Regional Director, Region IV, Atlanta, Office for Civil Rights (OCR) and Attorney Martin Chen, OCR at the Sam Nunn Atlanta Federal Center. We learned directly of the concern expressed in the previously cited letter from Assistant Secretary Catherine E. Lhamon. The OCR expects the State of Florida to fulfill its Agreement concerning the avoidance of unnecessary program duplication.

## B. Mission Shear

Historically, the missions of Florida A & M University and Florida State University have not been aligned. They have shared some overlap; however, they have been divergent in the visions that they buttressed. It is instructive to consider the first sentence of the respective mission statements found in the catalogs of the two universities.

The mission of Florida Agricultural and Mechanical University (FAMU), as an 1890 land-grant institution, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society.

The Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts.

The first sentence of the FAMU mission statement informs the reader that the University aims at a certain environment that supports the preparation of leaders and contributors to society. The first sentence of the FSU mission statement informs the reader that the University aims at expanding knowledge in all fields based on a liberal arts philosophy of learning. The first sentence of the FAMU mission statement informs the reader that the University also aims to produce “highly qualified individuals,” while the FSU sentence addresses contributing to knowledge.

The FAMU mission statement also addresses the kind of faculty and staff that it supports and that is needed to provide outstanding academic preparation for students. The mission does indicate that FAMU is committed to “exemplary research.” In other portions of the respective mission statements found in the catalogs of the two universities one can find similar language. This does not negate the polar opposite directions of the past aims of FAMU and FSU, which are best represented by their published vision statements.

Florida A & M University will provide the citizens of Florida, the nation, and the world with inspirational teaching, relevant research, and meaningful service by offering opportunities to enhance humankind.

The Florida State University will be one of the world’s premier institutions of higher education, devoted to transforming the lives of our students, shaping the

future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.

These vision statements capture divergent aspirations. When the two universities agreed to collaborate in establishing the Joint College, FSU did not aim at becoming one of the “world’s premier institutions.” At that time their missions were different but not divergent. Their missions did not interfere with creating the Joint College.

The current mission of the Joint College shows considerable overlap with the mission of FSU and some overlap with that of FAMU as found in the current catalogs.

The mission of the College of Engineering is to provide an innovative academic program of excellence at both the undergraduate and graduate levels, judged by the highest standards in the field and recognized by national peers; to attract and graduate a greater number of minorities and women in professional engineering, engineering teaching and research; and to attain national and international recognition of the College through the educational and research achievements and the professional service of its faculty and students.

The aim to achieve national and international recognition through educational and research achievements is congruent with the FSU vision of becoming “one of the world’s premier institutions of higher education.” Significantly, other public universities in the state are currently more productive in the graduation of women and African Americans in engineering.

The establishment of the Joint College by FAMU and FSU gave rise to the expectation that it would become a major source of women, African American, and other minority graduates in engineering. The mission addresses this expectation: “To attract and graduate a greater number of minorities and women in professional engineering, engineering teaching and research.” During the first twenty years of the Joint College the enrollment of African Americans from FAMU in engineering increased each year and in a few years these students comprised more than 40 percent of the enrollment. This meant that the influence of engineering was disproportionately greater at FAMU than at FSU for those particular years. The aim to graduate a greater number of women and minorities, while modestly successful, has not resulted in the Joint College leading the state in graduating minorities in engineering. In fact, during the last five years Florida International University, the University of Florida, the University of Central Florida, and the University of South Florida have consistently produced more baccalaureate-degree graduates than the FAMU-FSU Joint College. Additionally, the

dramatic decline in the enrollment in of FAMU students in the last five years threatens the foundation of the Joint College.

In a focus group discussion with FAMU engineering students the CBT UC team was informed that FAMU students are not well prepared in mathematics when they arrive at the Joint College. The students described many problems with mathematics instruction at FAMU, which they believed placed them at a disadvantage when compared with their peers from FSU. It is recognized that the two universities have different criteria for admissions, and that FAMU subscribes to extending opportunity. FAMU accepts the challenge of admitting students with less than stellar academic preparation, and then developing them into academically competitive students. The comments of the FAMU students suggests that an assessment of the adequacy of the mathematics program for preparing pre-engineering students to enter the Joint College should be undertaken.

The catalog missions of the two universities, FAMU and FSU, are analogous to forces acting on the Joint College (faculty, staff, students, curriculum, research, philosophy, and mission). The misalignment of these forces and their opposite pulls on the Joint College in selection of faculty, start-up-funding, investment in research, and administrative processes and services have placed it under a shearing stress. It is a shear that must be removed if the college is to serve effectively the citizens of Florida.

According to the 2014-15 Work Plans for the two universities the missions and visions are now more aligned than at any point in the past. According to the FAMU 2014-15 Work Plan:

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 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 innovative research, engaging cooperative 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 lifelong members of the university community.



The vision statement for FAMU now indicates that:

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

The FSU mission and vision statements presented in the FSU 2014-15 Work Plan remain unchanged, *i.e.*, they are the same as found in the most recent catalog. The FAMU mission statement as presented in the 2014-15 Work Plan is closer to the FSU statement while also embracing past mission statements. The new FAMU mission statement essentially adds the advancement of knowledge for practical reasons to the published catalog statement. The vision to be a premier institution is similar to the vision of FSU.

Therefore the mission shear evident in the catalog mission statements is expected to become less acute as FAMU pursues the new mission. The shear will not completely disappear because FAMU will remain faithful to its historic mission of providing educational opportunity to students who are not academically well prepared. This aspect of the mission does not have to pose any difficulty for the operation of the Joint College, which is a challenge that FAMU has accepted in the past.

### C. Engineering Research Trends

Between World War II and the end of the Cold War in 1989 engineering research in the United States was largely funded federally by the National Science Foundation (NSF), National Institutes of Health and the Department of Defense. It was predominantly single investigator, competitive funding with a well-developed peer evaluation system. Faculty researchers considered their customers to be their peers (who served on proposal ranking panels) and the federal funding agencies. This system grew the most powerful basic and applied research machine that the world had known consisting of the large science and engineering research universities, the national laboratory system, and a number of private, classified research organizations.

At the close of the Cold War, with the demise of the Soviet Union, the nation received the “peace dividend” as the Department of Defense, with its vast research dollars, scaled back to reflect the reduced threat from a second super power. The engineering research machine needed a new mission and new customers. The solution was largely commercialization of technology developed in the defense and space programs to enhance the economy and solve large, complicated societal problems.

Single investigator grants, while still important, were reduced to make funding available for large, multidisciplinary, mission-oriented research carried out by substantial teams of researchers from a variety of engineering and science backgrounds. For example, the Engineering Research Centers (and Science Research Centers) became a centerpiece of NSF funding beginning in the mid-1980’s. An excellent example is the National High Magnetic Field Laboratory jointly run by Florida State University, the University of Florida and the Los Alamos National Laboratory. For a listing of the early and emerging engineering centers see ([http://en.wikipedia.org/wiki/Engineering\\_Research\\_Centers](http://en.wikipedia.org/wiki/Engineering_Research_Centers)). The customer base has broadened to include major corporations and society in general.

Approximately 10 years later, the large center approach evolved again to attack large societal problems that required a combination of technical and sociological approaches. MIT labeled this movement “macro-engineering” and combined large multi-disciplinary engineering research with business, political science, sociology and other fields to create integrated solutions for complex problems. They developed the Engineering Systems Division (<http://esd.mit.edu>) that houses these highly multidisciplinary teams.

Charles Vest stepped down as MIT President (1990-2004), served as scientific advisor to the President of the United States, and then became President of the National Academy of Engineering (NAE) (2007-2013). He brought this macro-engineering thinking to the NAE.

Although he has passed away, the movement continues to grow. In 2008 the NAE released a set of Grand Challenges (see Appendix NAE). These Grand Challenges are still very important NAE activities and many engineering programs have now incorporated aspects of the Challenges into their undergraduate curricula.

This evolution is important to the decision facing the Joint College as it informs what will be necessary for FSU to achieve a top 25 public university goal. The current Joint College is quite a distance from the metrics characteristic of universities currently achieving this ranking (see Table Top 25). To substantively advance in the rankings, FSU will need to acquire a great deal of federal funding in the forms of grants and center funding. The NAE Grand Challenges may well be a guide to providing direction for this source of funding, especially for larger, multidisciplinary centers, over the near term future. In particular, they may suggest an alternative model of “differentiated colleges.”

As we have noted, Title VI of the 1964 Civil Rights Act and the related Fordice Supreme Court Decision might present a barrier for duplicate engineering programs in Tallahassee - one predominantly white, and the other predominantly black. One suggested path around this barrier is distributing the engineering disciplines across FAMU and FSU colleges of engineering.

Examples of such distributions include 1) one presented by FAMU administration that separated Mechanical Engineering from Aerospace Engineering and 2) one suggested by FSU faculty within the Joint College that separated Electrical Engineering from Computer Engineering. Any such separation is very inefficient. Most faculty and alumni of the Joint College stated that such a distribution would weaken both universities. We concur. Within any such distribution that we have seen, we do not believe that it is feasible to achieve the goals of either FAMU or FSU.

An alternative suggested by the Grand Challenges would be to create one college organized around traditional disciplines that contained all of them. The second college would be organized around a set of selected grand challenges. For example, rather than a Department of Electrical Engineering, it might have a Program on Energy that included mechanical engineers, electrical engineers, chemical engineers, sustainable business faculty and public policy faculty. Students would study an interdisciplinary curriculum that would give them all disciplinary perspectives on the world’s energy issues. Some engineering colleges have a mixed model that includes an Energy Systems Program (Wyoming) along with traditional departments. We are not aware of any engineering colleges that have exclusively challenge-based programs. A group of science faculty at the University of Oregon has designed a potential School of Applied Sciences along these lines.

Another important dimension to the future of engineering research in Tallahassee is alignment with the Florida economy. As engineering programs expand their customer base, industrial sponsors are increasingly important. They provide internships, jobs for graduates, research projects and data. Engineering programs based on industrial relationships have grown dramatically since 1990. For example, in 2011, over 70% of the 296 start-up companies operated in the same state as the higher education institution from which they received a license. The RFP did not request an analysis of technology based industrial trends in Florida, however such a study might provide directions for development of programs such as the Tauber Institute for Global Operations (<http://www.tauber.umich.edu>) at the University of Michigan.

#### D. Multidisciplinarity

As described in section III.C, engineering in the 21<sup>st</sup> century is a team-based, multidisciplinary adventure. Over the past 20 years, the major federal funding agencies have reduced their reliance on single-investigator grants and invested heavily in large, mission-based research such as Engineering Research Centers. This multidisciplinary transition is not limited to simply crossing from mechanical engineering to electrical engineering. It also encompasses contextualized engineering. That is, doing engineering research while considering the business, political, social and environmental impacts of the new technologies under consideration.

Both models proposed for engineering in Tallahassee present significant challenges to multidisciplinarity. In the current joint model, engineering disciplines and research centers are co-located and cooperation among them is easily visible. However, they are distant from both main campuses making study of the contextualizing fields quite difficult. Students from the Joint College complained to us that the transportation issues in moving from the engineering campus to either of the main campuses significantly detract from their experience.

A differentiated model poses its own challenges. One model of differentiated schools of engineering would put electrical engineering at one university, and computer engineering at the other. These disciplines interact daily. Their separation would significantly reduce the effectiveness of both programs.

Many institutions face the challenges of co-location. The Michigan College of Engineering is nearly three miles from the Ross School of Business. The distances can be overcome with mission-oriented planning and investment. At Michigan, an extensive bus and calendaring system integrates the central and north campus to reduce the impact of geography.

A critical factor is barriers to multidisciplinarity erected by any of the model options, and the cost to remediate them. Left unresolved, such barriers make faculty teams less competitive for large system based grants such as Engineering Research Centers, and hence less likely for the Joint College to support FSU's aspirations to become a top 25 public.



## E. Engineering Workforce Needs in Florida

### Summary of Analysis

Whether the Joint College is maintained or split, both FSU and FAMU would like to increase research capacity and funding for research. In efforts to improve metrics, it is easy to lose track of the fact that greater levels of research necessarily require greater numbers of graduate students. As such, it is critical to understand whether Florida's labor market warrants a greater number of individuals with master's degrees and PhDs in engineering. When a university achieves world-class status it becomes less bound to its local labor market conditions, as former students are availed of opportunities across the nation and world. However, this does not mitigate the responsibility of a university to be a wise steward of resources given to it by local taxpayers. Students who are educated locally but who work out-of-state do not generate the same economic benefits to Florida's economy as those who remain. Secondly, even graduates of first-rate universities compete on the national and global scale with graduates from countless other institutions - so having a first-rate name attached to one's diploma does not guarantee success or even employment. As such a university should always be mindful of students' employment opportunities within the institution's own "backyard" prior to setting sights on nationwide employment opportunities.

Industrial Engineering is the discipline that exhibits the largest education gap at all degree levels (156 at bachelor's, 112 at master's, and 102 at PhDs). Programs at the bachelor's degree level exhibit two more significant education gaps: General Computer Engineering (70) and Mechanical Engineering (46). These three program areas could expand output of graduates to meet regional demand. At the bachelor's degree level, surplus of graduates in relation to regional jobs are found in Electrical & Electronics Engineering, Civil, Chemical, and Bioengineering & Biomedical Engineering.

At higher degree levels, the program with the greatest education gap remains Industrial Engineering, which at the master's level has a 112 unfilled job gap and at the PhD level, 102.) Educational surpluses are most keenly found in Electrical and Electronics Engineering (332 at bachelor's; 622 at master's; and 698 at the PhD level.)

To achieve noteworthy national status, the Joint College has a long way to go, not only in terms of research and funding, but also in terms of degree output. Over the past three years FSU and FAMU have generated only 8% of the state's engineering graduates within the Joint College's core disciplines. Institutions such as the University of Florida, the University of Central Florida, and the University of South Florida own the lion's share of this output.

The past ten years have been rocky for engineers in the state of Florida. Most disciplines have not recovered the large amounts of employment lost during the Great Recession of 2007-2009. However, some of the largest individual engineering occupational categories have recovered modestly well in recent years, including Civil Engineers and Industrial Engineers. The bigger story is among up-and-coming categories such as Environmental Engineers, Biomedical Engineers, Nuclear Engineers, and Computer Hardware Engineers. These all experienced notable job growth over the prior ten years and are projected to continue doing so over the next ten years. The Joint College does not address all of these emerging occupational categories, but FSU and FAMU should consider doing so based on employment growth trends.

The Tallahassee Metropolitan Statistical Area (MSA) does not currently possess a supportive high-tech industry structure, but if research and education are expanded, more companies could crop up nearer to the universities. Currently, Tallahassee ranks tenth among Florida's nineteen MSAs in terms of engineers currently employed, and ranked 16<sup>th</sup> in job change over the prior ten years. On a more positive note, in nearby Panama City MSA, demand for engineers of all types is rapidly expanding. Panama City was one of only four MSAs that experienced a net increase in engineering employment between 2004 and 2014.

## 1. Workforce Gap Analysis

### Review of Prior Research

The Florida Board of Governor's (BOG) conducted an analysis of supply and demand for baccalaureate degrees in 2013 titled *Aligning Workforce and Higher Education for Florida's Future*. The BOG carefully considered the best approach for approximating supply and demand and arrived at a method that accounts for dynamic changes to educational level requirements. This methodology removes the possibility of "double-counting" that can occur due to multiple programs being mapped to the same occupation.<sup>2</sup> In this analysis, employing tools available through Economic Modeling Specialists International or EMSI, we utilize a similar method of adjusting for educational level requirements and eliminating the possibility of double counting. Our analyses differ from the BOG report in that they examine not just baccalaureate degrees but master's and PhD degrees as well, and in that they focus exclusively on engineering, thereby allowing us to take a deeper-dive into data that was not highlighted in the prior BOG report.

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<sup>2</sup> This methodological outline for the BOG report is detailed in Appendix A of the report.  
<http://www.flbog.edu/Search/?q=gap+analysis&x=0&y=0>. Accessed 11/11/2014  
 Collaborative Braintrust Consulting Firm January 12, 2015

## Introduction

The results that appear in this section present a focused view of the engineering educational groups offered by FAMU and FSU that are projected to have a gap or surplus in the state of Florida. In particular, analyses are provided for the core engineering disciplines offered at the Joint College, namely: Agricultural, Biomedical, Chemical, Civil, Computer, Electrical, Mechanical and Industrial. Programs are analyzed at the three-degree levels: bachelor's, master's, and PhD, as each level includes a unique pool of employment opportunities and graduates.

Each table includes the CIP code and title, the average annual openings associated with that program (which have been de-duplicated using the process outlined in the "About the Gap Analysis" section), the average annual completers between 2011 and 2013, and finally the gap or surplus figure. If the numbers are positive, there is a shortage or "gap" of completers—*i.e.*, there are more job openings in those occupations than there are graduates or completers. If the numbers are negative, then there is a "surplus" of completers for those program groups compared to annual job openings.

## Interpreting Gap/Surplus Analysis Results

The gap analysis is intended to serve as a starting point for the Joint College of Engineering as the Florida Board of Governors discusses regional workforce needs. A surplus or deficit of workers in a particular category does not necessarily indicate a problem for the region, and it is important that each occupational group be evaluated on a case-by-case basis. Other information should also be considered when evaluating these surpluses and gaps.

For example, only the education supply pipeline is considered in this analysis because these numbers can be tracked at the county and school level. However, other sources of supply exist as well—unemployed workers, on-the-job training, in-migrators, and job changers from other occupational categories. These types of considerations are useful when evaluating specific types of occupations.

Lastly, it is important to keep in mind that the labor market is not so simple or efficient that one could expect supply and demand to be at perfect equilibrium for any extended period of time. As a general rule of thumb, only programs with considerable gaps or surpluses should be considered long-term strategic issues worthy of closer examination. Given the size and characteristics of the State of Florida any gap or surplus within 10 jobs either above or below zero should be considered within the normal range of labor market fluctuations. Once evaluated internally, specific implications should be considered for programs with substantial surpluses or gaps. These implications include:

1. **Brain Drain:** Oversupply of specific education completers may lead to higher attrition rates (*i.e.*, brain drain). In other words, the region is educating a workforce that is leaving after program completion because of a lack of jobs.<sup>3</sup>
2. **Growth Hindered:** Undersupply of specific program completers may lead to missed opportunities for economic growth and put stress on local businesses to find necessary human capital elsewhere. In other words, the region's education institutions are not providing the necessary workforce for the region and thereby shifting the burden on the industries to find workers in other economies to fill the needed occupations. This translates into higher human resources costs and decreased efficiencies in the economic system. This also provides an opportunity for institutions to develop new programs to meet the local workforce needs.

### Educational Output by Institution

Beyond the Joint College, there are multiple educational institutions in the state of Florida that offer engineering degrees similar to those offered by FAMU and FSU. Hence graduates from the Joint College will be competing for some jobs with graduates from other regional institutions. We determined education output by Classification of Instructional Program (CIP) codes and identified the number of completers for every award level within those CIP codes. Degree completion data were sent directly to us from colleges supervised by the Board of Governors and member institutions of Florida's Independent Colleges and Universities (ICUF), but regarding all other public and private education institutions in the state, data were obtained from the Integrated Postsecondary Educational System (IPEDS).<sup>4</sup> Graduate data were averaged for a three-year period, 2011 through 2013, to smooth out any bumps in enrollment that may be unique to a particular academic year. Detailed data by bachelor's, master's and PhD levels are available in Tables 7.9 through 7.11 of Appendix VII.B.

Table 3.1 displays three-year averages of degree output at the bachelor's, master's, and PhD level for all educational institutions in Florida that educate students in any of the Joint College's core disciplines, which have been previously mentioned. As indicated FSU and

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<sup>3</sup>In the analysis of the Florida Region where the neighboring population density is very high, a surplus of completers may indicate the need for service region residents to commute outside of the service region to find job opportunities.

<sup>4</sup> IPEDS data come with inherent weaknesses. First, numbers are only available for institutions that participate in or are applicants for any federal financial assistance program authorized by the Higher Education Act (HEA). Also, IPEDS does not account for the fact that some people may receive multiple degrees or certifications, so when the number of degrees awarded exceeds the number of people receiving the degrees, the number of completers can be overstated. Nevertheless, this system is the best source for collecting data regarding a broad range of educational institutions.

FAMU are contributing a reasonable share of graduates in these disciplines (8% of all degree output over the past three years), but this output pales in comparison to the University of Florida, the University of Central Florida, and the University of South Florida. Particularly large areas for either FSU or FAMU include FAMU's Agricultural Engineering program (100% of all output), the Joint Colleges' program in Industrial Engineering (14% of all output), Civil Engineering (12% of all output), and Chemical Engineering (11% of all output).

**TABLE 3.1: AVERAGE GRADUATES IN ENGINEERING DISCIPLINES OFFERED BY FAMU AND FSU, ALL DEGREE LEVELS, AY 2011/12 THROUGH 2013/14**

Row Labels	Agricultural	Bio and Bio-medical	Chemical	Civil	Computer	Electrical and Electronics	Industrial	Mechanical	Total
University of Florida		40	147	288	315	334		351	1,475
University of Central Florida				169	86	184	144	247	830
University of South Florida-Main Campus		12	66	151	73	144	45	151	642
Florida International University		52		123	50	122		74	421
<b>Florida State University</b>		<b>4</b>	<b>25</b>	<b>118</b>	<b>12</b>	<b>61</b>	<b>32</b>	<b>88</b>	<b>339</b>
Florida Institute of Technology			25	36	17	78		61	217
University of Miami		57		29	10	25	48	34	202
Florida Atlantic University		6		64	37	45		46	197
University of North Florida				49		35		43	127
Embry-Riddle Aeronautical University-Daytona Beach					12	6		48	66
<b>Florida Agricultural and Mechanical University</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>43</b>
Florida Gulf Coast University		7		25					33
The University of West Florida					5	20			25
Polytechnic University of Puerto Rico-Orlando				7	2	8			18
Bethune-Cookman University					5				5
<b>Grand Total</b>	<b>2</b>	<b>178</b>	<b>268</b>	<b>1,071</b>	<b>625</b>	<b>1,068</b>	<b>275</b>	<b>1,152</b>	<b>4,639</b>
Source: Florida Board of Governors, Florida Independent Colleges & Universities, IPEDS and EMSI									

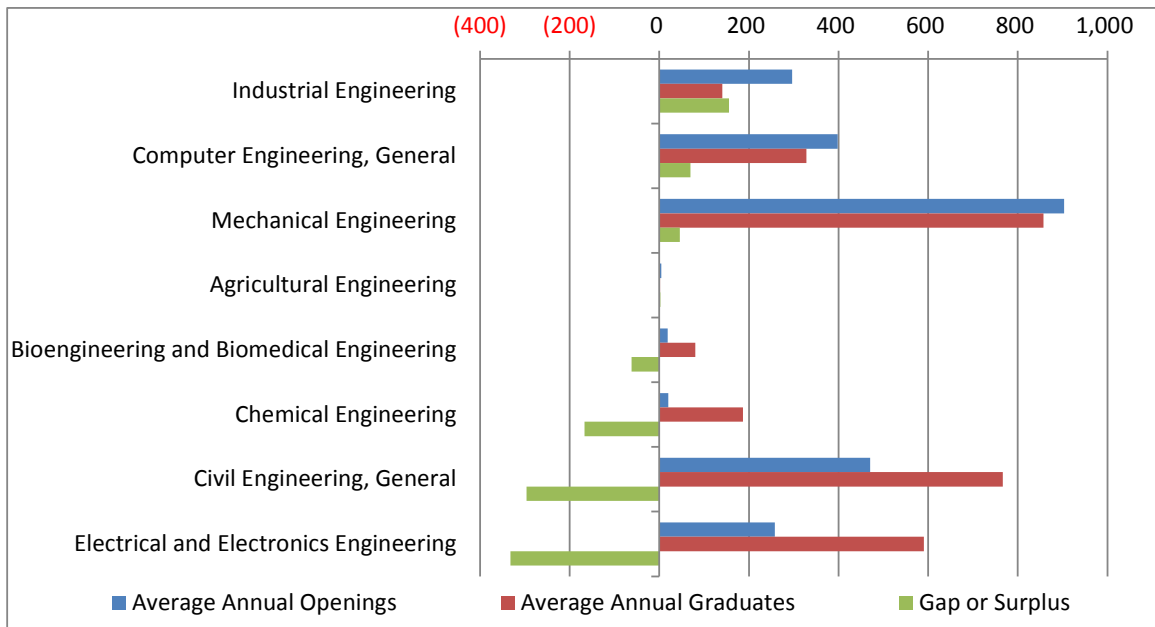


### Bachelor's Degree Level Gap Analysis

Figure 3.1 provides an illustration that summarizes the top gaps in bachelor's degree programs offered in Florida. Table 3.2 lists supply and demand for all bachelor's degree programs in the state of Florida, along with completer data for the Joint College separated by individual university.

Industrial Engineering faces the largest gap of 156 unfilled regional positions (296 combined graduates for 140 open positions.) Of the state graduates in Industrial Engineering, FAMU graduated an annual average of five and FSU 22. A distant second is General Computer Engineering with a gap of 70: two graduates from FAMU and 12 from FSU. The remaining undersupplied program for which the Joint College is providing education at the bachelor's level is Mechanical Engineering with a gap of 46. Four Joint College programs are associated with surpluses: Electrical Engineering, General Civil Engineering, and Chemical Engineering indicate that graduates of these programs are pursuing further education, working in other fields, or migrating out of state for work.

**Figure 3.1: Labor Market Gaps and Surpluses for Bachelor's Degree Programs in Engineering Programs offered at FAMU and FSU**



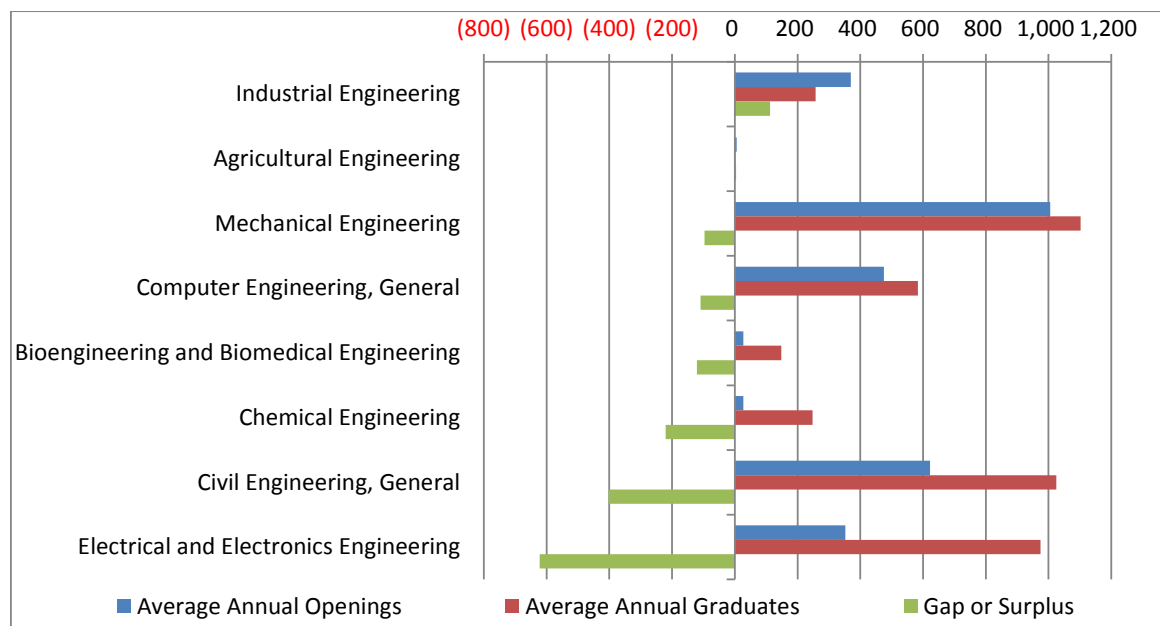
**TABLE 3.2: SUPPLY AND DEMAND FOR ENGINEERING BACHELOR'S LEVEL PROGRAMS OFFERED BY FAMU AND FSU**

CIP	CIP Title	Average Annual Openings	Average Annual Graduates	FAMU Graduates	FSU Graduates	Gap or (Surplus)
14.3501	Industrial Engineering	296	140	5	22	156
14.0901	Computer Engineering, General	398	328	2	12	70
14.1901	Mechanical Engineering	903	857	6	69	46
14.0301	Agricultural Engineering	4	2	2	0	2
14.0501	Bioengineering and Biomedical Engineering*	19	81	0	0	(62)
14.0701	Chemical Engineering	20	187	4	22	(167)
14.0801	Civil Engineering, General	470	767	8	102	(296)

Source: EMSI Gap Analysis Model. \*The Joint College offers graduate degrees in this discipline.

### Master's Degree Level Gap Analysis

Figure 3.2 and Table 3.3 below provide information of the labor market gaps and surpluses associated with master's degree level programs offered by the Joint College. There is only one program associated with a notable gap: namely Industrial Engineering. (Gap of 112 as a result of 369 annual openings compared with 257 annual graduates, 2 from FAMU and 7 from FSU.) Programs associated with labor market surpluses include all other programs with the exception of Agricultural. In order of magnitude they are: Electrical & Electronics Engineering (622), Civil (402), Chemical (221), Bioengineering & Biomedical Engineering (121), and Mechanical Engineering (96).

**Figure 3.2: Gap for Master's Degree Level Programs Offered by FAMU and FSU**

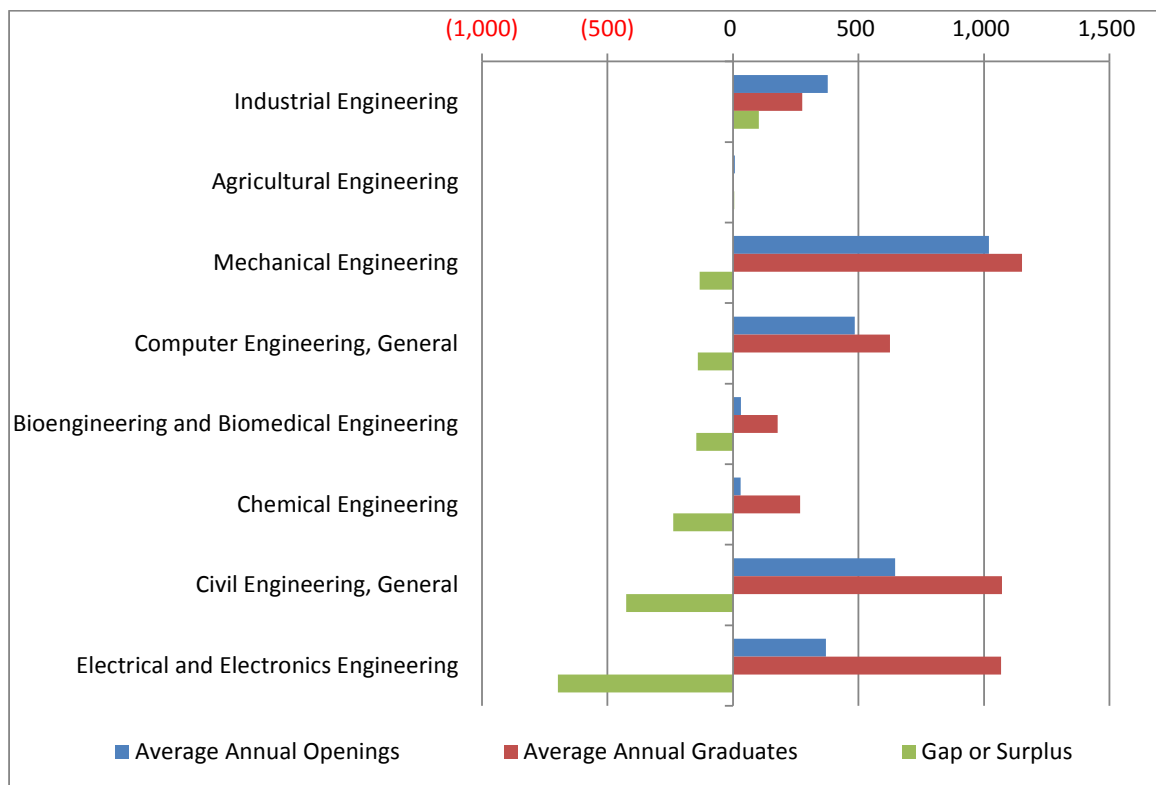
**TABLE 3.3: SUPPLY AND DEMAND FOR ENGINEERING MASTER'S LEVEL PROGRAMS OFFERED BY FAMU AND FSU**

CIP	CIP Title	Average Annual Openings	Average Annual Graduates	FAMU Graduates	FSU Graduates	Gap or (Surplus)
14.3501	Industrial Engineering	369	257	1.67	6.67	112
14.0301	Agricultural Engineering*	6	2	0.00	0.00	4
14.1901	Mechanical Engineering	1,006	1,102	1.00	13.00	(96)
14.0901	Computer Engineering, General*	475	584	0.00	0.00	(109)
14.0501	Bioengineering and Biomedical Engineering	27	148	0.33	2.33	(121)
14.0701	Chemical Engineering	27	248	0.33	1.67	(221)
14.0801	Civil Engineering, General	623	1,025	3.00	14.33	(402)
14.1001	Electrical and Electronics Engineering	352	974	1.33	17.67	(622)

Source: EMSI Gap Analysis Model. \*The Joint College offers an undergraduate degree in this discipline.

### PhD Degree Level Gap Analysis

Figure 3.3 and Table 3.4 below provide information of the labor market gaps and surpluses associated with PhD degree level programs offered by the Joint College. At this level the most notable educational shortages where the Joint College has a program are once again related to Mechanical Engineering, Civil Engineering, and Industrial Engineering. Mechanical Engineering represents a notable issue for the state of Florida, as on an annual basis there are 1,003 jobs available and only 539 new graduates eligible for those positions. Of those graduates a small number are educated at the Joint College (one at FAMU, and six at FSU). Computer Engineering, while not offered by the Joint College, is another area of large educational gap at the PhD level with 485 positions statewide for 311 graduates.

**Figure 3.3: Gap for Engineering PhD Degree Level Programs Offered by FAMU and FSU****Table 3.4: Supply and Demand for Engineering PhD Level Programs Offered by FAMU and FSU**

CIP	CIP Title	Average Annual Openings	Average Annual Graduates	FAMU Graduates	FSU Graduates	Gap or (Surplus)
14.3501	Industrial Engineering	378	275	0.00	2.67	102
14.0301	Agricultural Engineering*	7	2	0.00	0.00	5
14.1901	Mechanical Engineering**	1,019	1,152	1.00	6.33	(133)
14.0901	Computer Engineering, General*	485	625	0.00	0.00	(140)
14.0501	Bioengineering and Biomedical Engineering	31	178	0.00	1.67	(146)
14.0701	Chemical Engineering	30	268	0.67	1.33	(238)
14.0801	Civil Engineering, General	646	1,071	0.33	2.00	(425)

Source: EMSI Gap Analysis Model. \*The Joint College offers an undergraduate degree in this discipline.

\*\* Demand for mechanical engineering graduates appears larger in this analysis than would be expected if just mechanical engineers were analyzed. As noted in Table 7.1 of the appendix, two other occupations are associated with mechanical engineering programs in addition to mechanical engineers, namely, cost estimators and stationary engineers and boiler operators. Cost estimators is a relatively large occupational category that comprises roughly 60% of demand for graduates of this program at each of the educational levels highlighted in this analysis. If cost estimators and stationary engineers and boiler operators were disassociated with this educational program there would be a significant surplus of mechanical engineering graduates at all three educational levels.

## 2. Engineering Employment Trends

The gap analysis from the previous section is helpful for understanding supply and demand dynamics for academic programs offered by the Joint College. But it can also be helpful to see past and projected job change for individual engineering occupations, as this provides a lens through which total employment for particular engineering categories may be viewed. It provides the trajectory of demand for these occupations. Figure 3.4 displays how employment in engineering occupations changed between 2001 and 2014, and how it is projected to change between 2014 and 2024. The grey bars in this chart indicate years during which a recession occurred. Table 3.5 breaks down the growth rates for nineteen different engineering occupations during distinct periods of time (Pre Great Recession, During Great Recession, Post Great Recession, and Forecasted to 2024).

In 2014, engineering occupations with the largest employment in Florida included civil engineers, industrial engineers, architectural & engineering managers, and electrical engineers. Some of the largest employment categories including civil engineers and mechanical engineers were particularly hard hit during the recession. Civil engineering employment decreased 6.7% per year between 2007 and 2009, and mechanical engineering employment decreased 7.6% (see Table 3.5). However, other occupations were less vulnerable, including biomedical engineers and agricultural engineers. In aggregate, engineering occupations have increased at a rate slower than the overall labor force in Florida, including periods before during and after the Great Recession. This trend is not uncommon throughout other parts of the United States, since low-level service occupations power a large part of the labor force rather than highly skilled STEM workers. Interestingly, certain occupations have demonstrated remarkable growth since the end of the recession in 2009, namely agricultural engineers, biomedical engineers, and nuclear engineers.

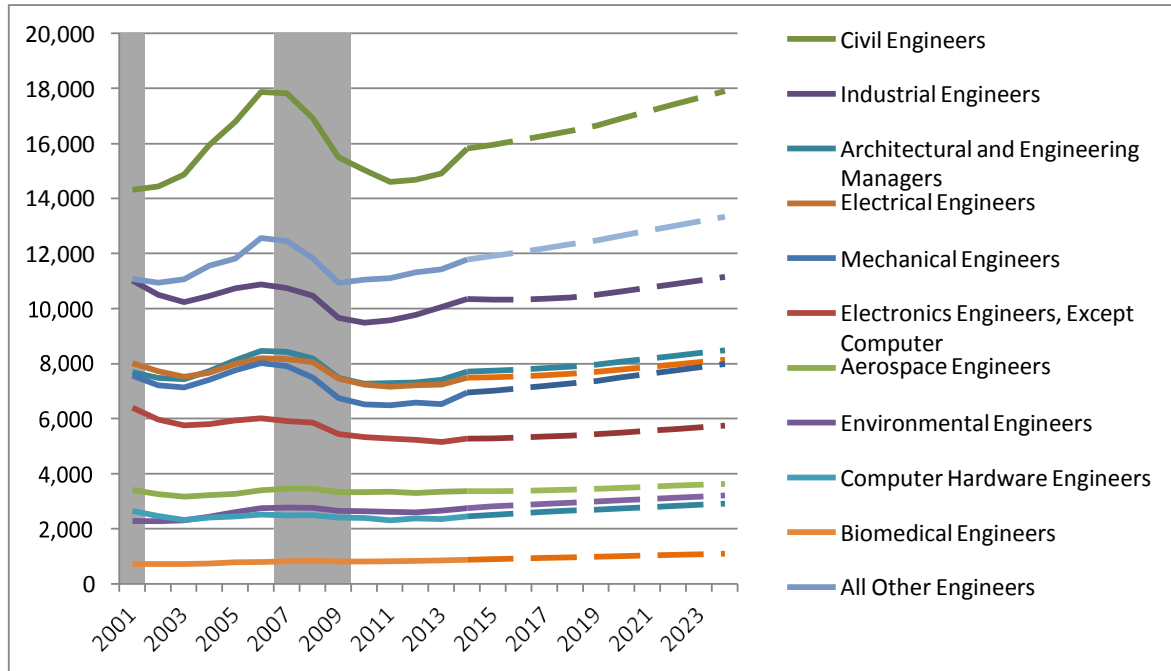
According to forecasted growth between 2014 and 2024, the largest occupational categories are mostly projected to experience pedestrian growth rates less than 1 percent per year, except for civil engineers which are projected to expand by 1.2% per year (see Table 3.5). Alternatively, some of the smaller categories are projected to see exceptional growth, including biomedical engineers, chemical engineers, and computer hardware engineers, to name a few.



**TABLE 3.5: GROWTH RATES FOR ENGINEERING OCCUPATIONS IN FLORIDA**

	Pre Great Recession (2001-2007)	Great Recession (2007-2009)	Post Great Recession (2009-2014)	Forecast (2014-2024)
All Engineering Occupations in Florida	1.2%	-5.4%	0.7%	1.1%
Architectural and Engineering Managers	1.5%	-5.7%	0.6%	1.0%
Aerospace Engineers	0.2%	-1.7%	0.2%	0.8%
Agricultural Engineers	2.3%	-0.7%	2.1%	1.0%
Biomedical Engineers	2.1%	-0.4%	1.7%	2.2%
Chemical Engineers	1.1%	-6.4%	-0.8%	2.0%
Civil Engineers	3.7%	-6.7%	0.4%	1.2%
Computer Hardware Engineers	-1.1%	-1.6%	0.4%	1.7%
Electrical Engineers	0.3%	-4.4%	0.1%	0.8%
Electronics Engineers, Except Computer	-1.3%	-4.1%	-0.6%	0.8%
Environmental Engineers	3.2%	-2.2%	0.8%	1.5%
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	1.9%	-7.2%	0.9%	1.3%
Industrial Engineers	-0.4%	-5.2%	1.4%	0.8%
Marine Engineers and Naval Architects	3.2%	-5.3%	1.2%	0.6%
Materials Engineers	-0.7%	-5.9%	0.2%	1.4%
Mechanical Engineers	0.8%	-7.6%	0.6%	1.4%
Mining and Geological Engineers, Including Mining Safety Engineers	3.8%	-6.4%	0.0%	1.3%
Nuclear Engineers	2.1%	-3.8%	1.6%	1.7%
Petroleum Engineers	1.8%	-16.0%	-2.5%	1.4%
Engineers, All Other	2.1%	-6.0%	2.1%	1.2%
All Occupations in Florida	2.6%	-3.4%	2.1%	1.4%

Source: EMSI Complete Employment, 2014.3

**Figure 3.4: Change in Engineering Employment in Florida, 2004-2024**

As indicated in the gap analysis section of this report in certain fields of engineering the state of Florida is overproducing graduates relative to the state's labor market demand, including bachelor's level graduates in Chemical Engineering and Electrical and Electronic Engineering. Though some of these graduates are going on to obtain higher levels of education, it is likely that some of these graduates will move out of state to find employment. Some of the most likely recipient metropolitan statistical areas (MSAs) include: Atlanta (GA), Virginia Beach (VA), Huntsville (AL), Charlotte (NC), and Raleigh (NC) which each are projected to require over 400 engineers each year between 2014 and 2024 (see Table 7.5 of Appendix VII.B).

#### Geographic Distribution of Employment

Demand for engineers is spread across many of Florida's MSAs, but the areas employing the largest number are Miami, Tampa, Orlando, and Palm Bay-Melbourne. These four MSAs account for more than two out of every three engineers employed within the state. Few MSAs expanded employment of engineers over the prior ten years; the exceptions being Orlando, Jacksonville, Crestview-Fort Walton Beach, and Panama City (see Figure 3.5). On the other end of the spectrum is Palm Bay-Melbourne, which decreased in employment of engineers by 717 or 10% of the 2004 total. Looking forward from 2014 to 2024, all but one of the state's MSAs is projected to increase in employment, the exception again being Palm Bay-Melbourne (see Figure 3.6).

Figure 3.5: Change in Engineering Employment by MSA, 2004-2014

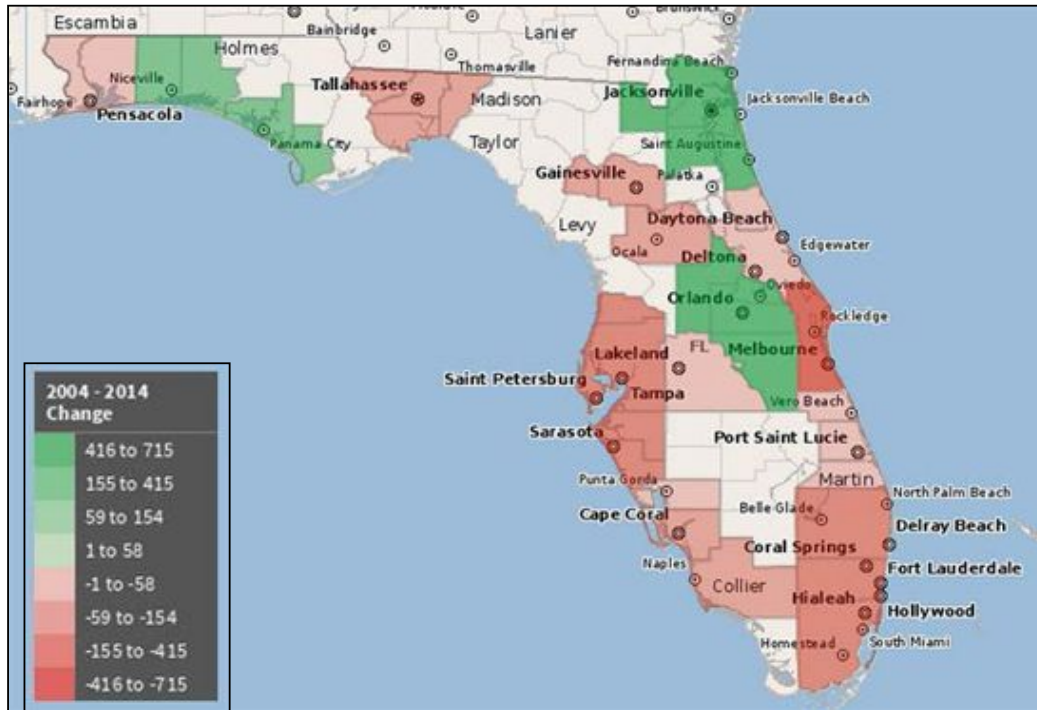
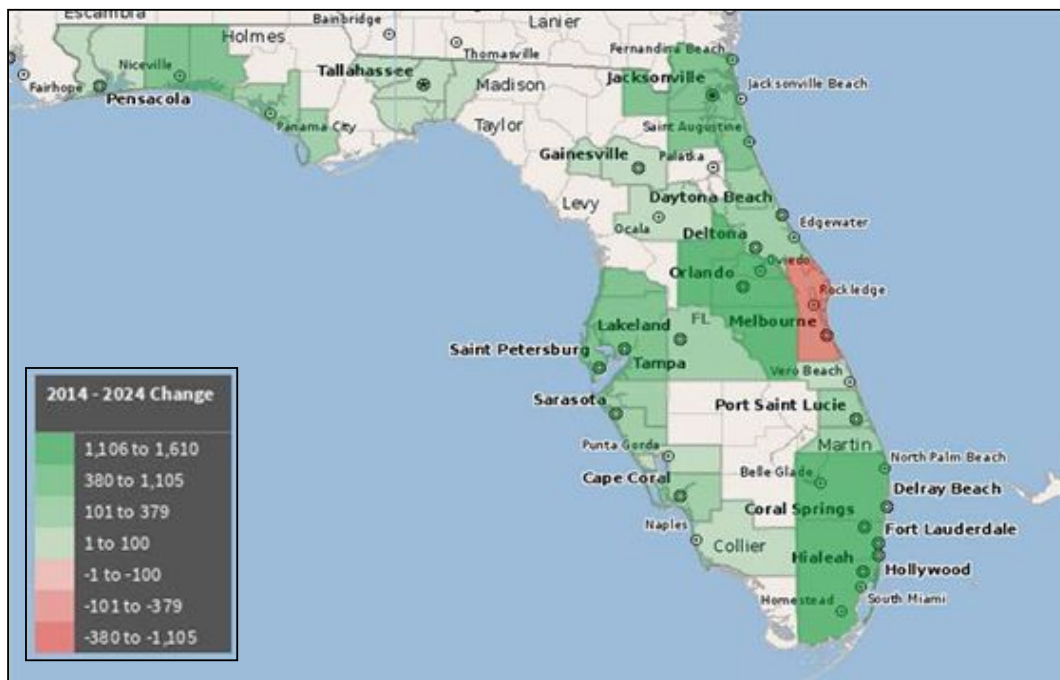


Figure 3.6: Forecasted Change in Engineering Employment by MSA, 2014-2024



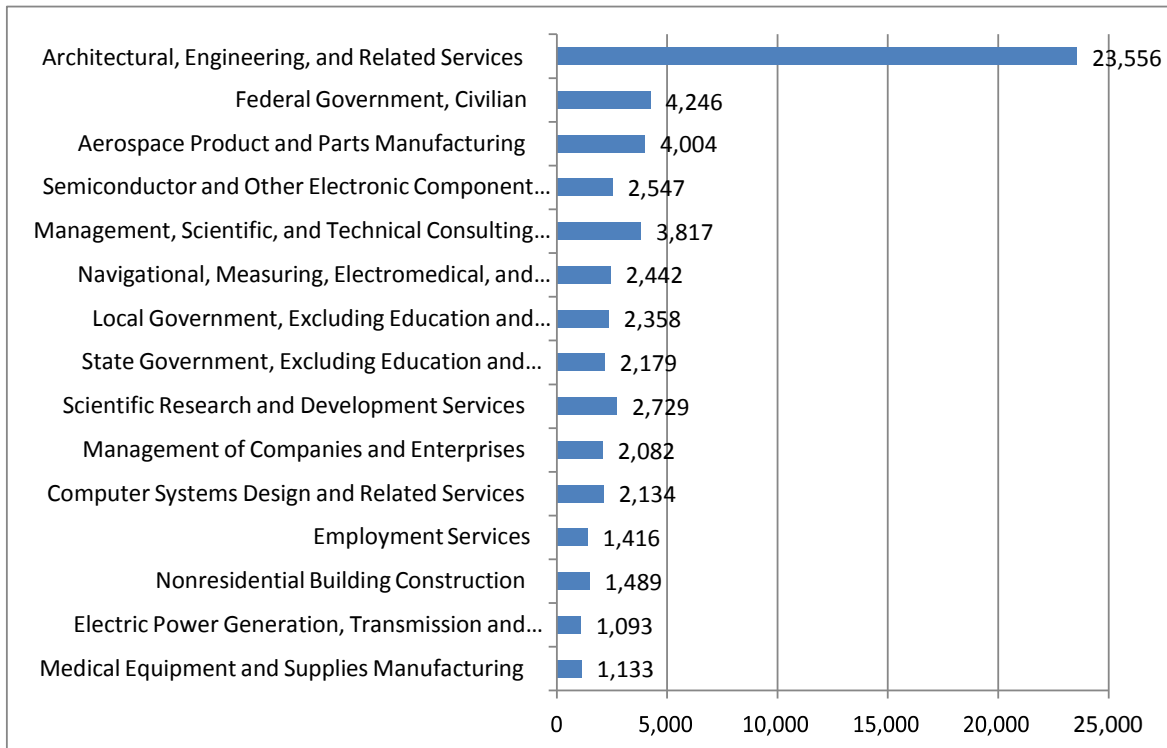
Since students frequently look for work near where they attended college, it is also helpful to understand demand in the Tallahassee MSA. Among Florida's nineteen MSAs, Tallahassee ranks tenth in terms of number of engineers employed. Over the next ten years, growth is projected to be stagnant, increasing by only 5% between 2014 and 2024. Alternatively, the nearest MSA, Panama City, is projected to see 10% growth and more than double Tallahassee's net new job growth.

### Engineering Industry Analysis

Figure 3.7 and Table 3.6 show the top industries for employing engineers in 2014. The industries are categorized by 4-digit North American Industrial Classification System (NAICS) codes. We selected the 4-digit industry group as it explains the basic function of differing industries, but is not overwhelmingly detailed.

Unsurprisingly, Architectural, Engineering and Related Services is the top industry employing engineers in Florida, staffing over 21,000 engineers in 2014. This is distantly followed by the Civilian Federal Government, which employs over 4,200 engineers. The third top employment category by industry is Aerospace Product and Parts Manufacturing, (3,656 jobs) reflecting the importance of the Kennedy Space Center in Titusville, FL to the engineering industry in Florida.

Focusing specifically on the Tallahassee MSA, the majority of engineers are employed in State Government (Excluding Education & Hospitals), along with Architectural, Engineering & Related Services, with a small presence in production industries such as Other General Purpose Machinery Manufacturing, and Semiconductor & Other Electronic Component Manufacturing (see Table 7.7). The nearby Panama City MSA also has a strong concentration in Architectural, Engineering & Related Services but also has a uniquely strong presence in Ship & Boat Building and Scientific Research & Development Services (See Table 7.8).

**Figure 3.7: Top 15 Industries Employing Engineers in Florida in 2014**



**TABLE 3.6: TOP 15 INDUSTRY GROUPS FOR FLORIDA ENGINEERS BY 2014 EMPLOYMENT**

NAICS	Industry	Engineers Employed in Industry (2014)	Engineers Employed in Industry (2024)	Change (2014 - 2024)	% Change (2014 - 2024)	% of Engineers in Industry (2014)	% of Engineers in Industry (2024)
5413	Architectural, Engineering, and Related Services	21,039	23,556	2,517	12%	31%	31%
9011	Federal Government, Civilian	4,255	4,246	(9)	(0%)	6%	6%
3364	Aerospace Product and Parts Manufacturing	3,656	4,004	348	10%	5%	5%
5416	Management, Scientific, and Technical Consulting Services	2,739	3,817	1,078	39%	4%	5%
3344	Semiconductor and Other Electronic Component Manufacturing	2,597	2,547	(50)	(2%)	4%	3%
3345	Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	2,232	2,442	210	9%	3%	3%
9039	Local Government, Excluding Education and Hospitals	2,111	2,358	247	12%	3%	3%
9029	State Government, Excluding Education and Hospitals	2,092	2,179	87	4%	3%	3%
5417	Scientific Research and Development Services	1,976	2,729	753	38%	3%	4%
5511	Management of Companies and Enterprises	1,729	2,082	353	20%	3%	3%
5415	Computer Systems Design and Related Services	1,670	2,134	464	28%	2%	3%
5613	Employment Services	1,290	1,416	126	10%	2%	2%
2362	Nonresidential Building Construction	1,121	1,489	368	33%	2%	2%
2211	Electric Power Generation, Transmission and Distribution	1,014	1,093	79	8%	2%	1%
3391	Medical Equipment and Supplies Manufacturing	985	1,133	148	15%	1%	2%

Source: EMSI Complete Employment, 2014.3

### About the Data Analyses

EMSI generated data were used to calculate the projected number of annual job openings from 2013 to 2023. These projections take into account openings due to job growth and openings due to replacement needs. In order to capture a complete picture of industry employment, EMSI-type analyses gather and integrate economic, labor market, demographic, and education data from over 90 government and private-sector sources, creating a comprehensive and current database that includes both published data and detailed estimates with full coverage of the United States.

More specifically, we developed this data by combining covered employment data from Quarterly Census of Employment and Wages (QCEW- produced by the Department of Labor) with total employment data in the Regional Economic Information System (REIS-published by the Bureau of Economic Analysis or BEA). This is augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the US Census Bureau. Projections are based on the latest-available EMSI industry data, local trends for the past 15 years in each industry, growth rates in statewide, sub-state area industry projections published by individual state agencies (where available), and in part, growth rates in national projections from the Bureau of Labor Statistics.

Through this combination of data sources, we were able to fill gaps in individual sources (such as suppressions and missing proprietors). This yields a composite database that leverages the strengths of all its sources. Finally, EMSI's database is updated quarterly, providing the most up-to-date integrated information possible.

#### About the Gap Analysis Model

This section focuses on describing and understanding the methodology used in the program gap analysis. EMSI's gap analysis requires data on both occupational demand (*i.e.*, annual job openings) and educational supply (*i.e.*, number of postsecondary degree completions). These are then compared through an education "gap" analysis to determine whether an education program is potentially producing a surplus or shortage of workforce talent relative to the number of job openings. In this way, it is possible to see how the institution's current programs are satisfying regional workforce needs.

The first step in an EMSI gap analysis involves mapping the linkage between annual openings for a SOC code and the number of completions for an education program CIP code. The BLS provides information on the occupations that completers of specific CIP codes are more likely to enter. Specific connections have been refined through previous engagements with educational institutions and state departments of labor.

Some programs have direct occupational ties. For example, a chemical engineer is a specific occupation that requires specialized university education. In this case, one CIP code (Chemical Engineering) maps to only one SOC code (Chemical Engineers). This provides an easy comparison of annual openings for chemical engineers to the number of people completing the relevant program to see whether a talent shortage or surplus exists. Unfortunately, this is not always the case. More often than not an educational program maps to multiple occupations and an occupation maps to multiple educational programs. For this reason, EMSI system employs a pioneered method of de-duplicating completers, such that the potential sources of supply are not double-counted for any occupation.

Most educational programs are designed to train people for multiple occupational types, many of which are simultaneously linked with other educational programs, presenting a complexity when comparing supply and demand for any particular educational program. For instance, the Computer Systems Networking & Telecommunications program is mapped to three different occupations: computer support specialists, information security analysts, and computer systems analysts. If we focus on just one of the occupations for this list—computer support specialists—it is also mapped to 10 different educational programs, spanning program titles such as Computer Systems Analysis and Medical Office Computer Specialist.

To ensure that no double counting occurs, it is necessary either to realign the program groupings to eliminate the mapping of occupations to multiple programs or to determine what proportion of demand should be compared with supply numbers from each program. Through the EMSI system we took the second approach in this analysis, which has the advantage of maintaining the program titles and descriptions in roughly the same format that data are reported to BOG, ICUF and IPEDS. The EMSI system uses a formula that favors program types with the largest number of completers, attributing a greater proportion of demand to these than the programs that produce a smaller number of completers. This method utilizes the assumption that the higher output educational programs are likely feeding a higher degree of demand within the service region.<sup>5</sup>

One possible criticism of this methodology is that it assumes, all else being equal, that students from higher-output programs are more likely to obtain a job than students from lower-output programs, whereas in reality students are judged more by their skills and merits than their educational program of study. The intention of the analysis is not to rate students' capability of competing for jobs, but rather to capture the unique dynamics of the local labor market. For example, in a region where a unique program such as Commercial and Advertising Art is more prevalent than Graphic Design, it can safely be assumed that the graduates of the Commercial and Advertising Art program will be offered a larger number of local openings than are students from the Graphic Design program. If such were not the case, it would be unlikely for the Commercial and Advertising Art program to remain the producer of local talent in the long-term, as the program would yield students to a program with a more successful job placement rate. This process is highlighted in more detail in the appendix, but one key point to note is that the analysis at each educational level is cumulative. Therefore, when the analysis is performed at the PhD level, we are actually examining supply and demand at *all* educational levels between bachelor's degrees and PhDs. The analysis is performed in this way because it would be overly restrictive to assume that employment opportunities are strictly limited by discrete educational categories.

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<sup>5</sup> Note this adjustment is performed on a program-by-program basis without consideration of individual colleges or training providers. Therefore, a single program offered at one large institution has no advantage over a group of similar programs offered a number of smaller educational providers provided that the aggregate output of the smaller schools is near the output of the single larger school.

To capture occupational demand, we used the EMSI proprietary employment dataset that reflects total employment (*i.e.*, employment covered by unemployment insurance as well as proprietor employment). The employment data reflect jobs for the second quarter of 2014. Within this dataset, we calculated the number of regional annual job openings for engineering occupations that require three different levels of postsecondary training.<sup>6</sup> The BLS also provides educational attainment data of current workers for each SOC code, broken out by their highest level of education attained. The data is presented as the percentage of workers in the SOC code with educational attainment ranging from less than a high school degree to an associate's degree. Using these data, we used the EMSI methodology to adjust the annual opening estimates for each SOC code to only incorporate the percentage of workers for three different educational levels that correspond with the 14.xxx level CIP codes and those corresponding occupations. Not taking into account the educational attainment dynamics in this way would bias the result by over-counting potential job opportunities for completers.<sup>7</sup>

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<sup>6</sup> See Appendix 1 for a description of the sources and processes of EMSI data.

<sup>7</sup> Given the changing dynamics and need for more education in the existing workforce (*i.e.*, skills-biased technology change in many occupations and industry sectors), this assumption is considered conservative.

## F. ABET Accreditation

### *DISCLAIMER*

*The information presented here represents the collective experience of the team members and does not represent any endorsement or opinions by either ABET, Inc., or the Engineering Accreditation Commission.*

The Florida A&M University/Florida State University (FAMU-FSU) joint engineering program currently has six programs accredited by the Engineering Accreditation Commission (EAC) of ABET, Inc. They and the year of initial accreditation are: Civil Engineering, Electrical Engineering and Mechanical Engineering (1986), Chemical Engineering (1987), Industrial Engineering (1992) and Computer Engineering (2004). In addition, FAMU hosts a separate EAC accredited Biological and Agricultural Systems Engineering (BASE) program (2004). All seven programs are scheduled to receive their next general review during the 2015 fall semester.

All engineering programs are reviewed for compliance with eight general criteria plus discipline specific program criteria. Regardless of whether the joint program is continued in some modified form or separately accredited programs are developed, the likely most critical criteria affecting accreditation will be Criterion 6 Faculty, Criterion 7 Facilities and Criterion 8 Institutional Support. These three criteria are listed below:

#### Criterion 6. Faculty

*The program must demonstrate that the faculty members are of sufficient number and they have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student- faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.*

*The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and licensure as Professional Engineers.*



#### Criterion 7. Facilities

*Classrooms, offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.*

*The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.*

#### Criterion 8. Institutional Support

*Institutional support and leadership must be adequate to ensure the quality and continuity of the program.*

*Resources including institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources available to the program must be sufficient to attract, retain, and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program, and to provide an environment in which student outcomes can be attained.*

Although the separately accredited FAMU BASE program is not a part of the Joint College, the program currently requires seven engineering courses that are offered by the Civil, Electrical and Mechanical Engineering departments. These include: EGM 3512 Engineering Mechanics, GWR 3201 and GWR 3200L Hydraulics and a Laboratory, EEL 3003 and EEL 3003L Introduction to Electrical Engineering and Laboratory, courses for non-electrical engineering majors, and EML 3100 Thermodynamics.

Consequently, regardless of the form that eventually evolves from the current Joint College, it will be crucial that the current needs for non-BASE engineering offerings be accommodated.

The comparative analysis of the effect of the two options on potential accreditation actions is described in Section IV.

## G. Costs

Cost is a significant factor in the choice between a joint college of engineering, and two differentiated colleges. Given that there are no specific models of either a rejuvenated joint college, or differentiated colleges derived from the joint college of engineering, we cannot present detailed cost estimates. The only indications of scale that we have been provided is that FSU would like to be ranked as a top 25 public, national university, and would like to have the output signature appropriate to be invited into the Association of American Universities (AAU). We present the cost signature of a fictitious college of engineering that has characteristics similar to real colleges of engineering that are ranked about 25 among publics by US News, and are “AAU ready.” There is no implication that an FSU college of engineering would need to attain all of these measures. As you can see in the table “FAMU-FSU Top25,” there are a variety of paths to accomplish that goal. However, it is fair to assume that if a new college of engineering failed to look like top 25 colleges in most aspects, they would fail to reach their overall goal.

Note that FSU’s goal is to reach the top 25 at the university level. This does not necessarily imply that their engineering college reaches that level. However, the metrics for AAU members are highly weighted towards competitive federal grant funds and doctoral student production resulting from that funding. Engineering and medicine are the primary engines for these outputs. For FSU to gain invitation to the AAU would likely mean that its engineering college would need to exceed the standards described below.

Table 2 (FAMU-FSU Top 25 Comparison) in the Appendices (abbreviated below as Table IV for reader convenience) shows the numbers typical of the current top 25 public engineering colleges. To avoid an outlier effect, rather than compare with just the school ranked 25, we averaged the five schools centered at 25. Coincidentally, that includes number 23, the University of Florida.

To estimate the one time and recurring costs associated with this fictitious top 25 college of engineering we rely on real costs encountered by real engineering colleges. We scale these values to fit our top-25 model. It is important that we use values that we understand and hence take data from the Joint College (sourced from institutional research during this study), Michigan (<http://www.engin.umich.edu/college/about/facts>), Oregon (personal knowledge) and Florida (sourced from the Chancellor’s Office of the SUS) in this process. Note that there is no expectation all of these costs are born by state funding allocations. Most engineering colleges are funded predominantly by tuition, external grants and gifts.

**Table IV. FAMU-FSU Top 25 Comparison**

US News Rank Publics	AAU Member	Institution & Averages	ASEE Numbers <sup>1</sup>			
			Faculty	UG	Grad	Research Exp. <sup>2</sup>
5	yes	Michigan	381	5,923	3,180	\$234
23	yes	U Florida	270	5,990	2,633	\$64
24	no	Arizona State	231	7,939	3,282	\$78
25	yes	U Pittsburgh	120	2,625	981	\$84
26	yes	Iowa State	242	7,272	1,161	\$80
27	yes	Rutgers	143	3,427	989	\$45
		Average 23-27	201.2	5450.6	1809.2	\$70
51	no	U Central Florida	140	7,009	1,264	\$37
67	no	FAMU-FSU	90	2,316	279	\$10/14 <sup>3</sup>
77	no	U South Florida	110	3,739	865	\$31
		Ratio Joint College/(Avg. 23-17)	0.4175	0.4249	0.1542	0.1425
<sup>1</sup> Data from the American Society for Engineering Education (ASEE), 2013 database						
<sup>2</sup> Annual Research Expenditures, 2013 fiscal year						
<sup>3</sup> The higher number includes research done by Joint College faculty within the FSU Laboratories						

### Faculty and Staff Salaries

Michigan Engineering reports that it annually spends \$199.6 million on its faculty and staff members' compensation, including benefits. They report to ASEE (Profiles of Engineering and Engineering Technology Colleges-Fall 2013 edition) that they have 381 faculty members, while the average of the five schools ranked about 25 among publics average 201 faculty. Hence, we might prorate compensation costs to \$105 million. However, we assume that salaries at the rank-25 level will not equal those at the rank-5 level (Michigan).

Although faculty salaries in Florida appear to be below the national market, to grow a top 25 engineering college will require faculty salary offers and start-up packages that are competitive in a market of other top 25 holders and aspirants. Maintaining a top-25 program is cheaper than building one. FSU would need to convince a good number of senior faculty to uproot and move to Tallahassee. To do this they will need to outbid the current employers. They would be competing in a far more expensive market than the Joint College has traditionally engaged. Balancing the reduction from top-5 to top-25, and the increase necessary to bid into the top-25, we estimate that salaries will average 90% of Michigan salaries. To create high, medium and low estimates of cost, we select 85%, 90% and 95% of Michigan salaries. Hence, we scale our

salary estimate down to LOW = \$89 million, MEDIUM = \$95 million, HIGH = \$100 million. This is a recurring cost.

### Faculty Startups

Faculty start-up packages are a major challenge in science and engineering faculty hires. In an experimentally oriented discipline, typical packages run one million dollars for a junior faculty member, and closer to two million dollars for a senior faculty member. These numbers were developed in a University of Oregon study of start-up costs for experimental scientists. Theoretical engineers are much less expensive. They still need computers and summer/graduate student support, but little experimental equipment. The table below shows a potential breakdown for the fictitious top-25 college. Other values can be entered to get a variety of estimates.

Often these costs are ameliorated by existing equipment. That is, a potential hire provides a list of equipment necessary for her/him to be successful. If some of that equipment is already available, then fewer immediate purchases are required. However, in the instance of growing a new top-25 college, one would expect to buy most everything. Even if only half of the new faculty hired are experimentalists, and 75% of those are junior faculty, the estimate for hiring 201 faculty is about \$138 million. This would be spread over some years, but if done too slowly, the desired rankings impact will be delayed. A good estimate on timing is five to ten years. We use this as our MEDIUM estimate.

	Fraction of Faculty	Out of 201	Average Startup (\$M)	Expected Startup
Senior Experimentalist	12.50%	25.125	2	\$50.25
Junior Experimentalist	37.50%	75.375	1	\$75.38
Senior Theorist	12.50%	25.125	0.2	\$5.03
Junior Theorist	37.50%	75.375	0.1	\$7.54
<b>Total</b>	<b>100.00%</b>	<b>201</b>		<b>\$138.19</b>

To determine LOW and HIGH estimates we note that the number of faculty in the five colleges ranked around 25 range from a low of 120 faculty members to a high of 270 faculty members. The value of 120 for the University of Pittsburgh corresponds to the highest research expenditure per faculty member among the five colleges. This likely reflects substantial interaction with the medical center at Pitt. We will take 150 and 250 as the LOW and HIGH estimates for faculty. The estimates for faculty startups is LOW = \$103 million, and HIGH = \$173 million.

## Facilities Creation

The University of Florida College of Engineering, ranked 23 by USNews, operates in approximately 1.5 million gross square feet (gsf) of classroom, office and laboratory space, according to data provided by the Chancellor's Office. A new engineering college could effectively operate in less space. Undoubtedly, all older engineering colleges have some space dedicated to antiquated technologies. For example, Michigan still runs a large tow tank for evaluation of drag from large models of warships and tanker hulls. This facility would not likely be replicated in a new college. To develop low, medium and high estimates, we look at facilities of 750,000, 1,000,000 and 1,250,000 gsf. Note that these values are all substantially higher than the 217,000 gsf in Buildings A and B of the Joint College.

In its web presentation for the 30<sup>th</sup> Anniversary of the Joint College, dated June, 2014, FAMU represents that Building C has been detailed at \$38 million for 96,000 gsf. We presume that this building, like Building A and Building B, is a mixed office, classroom, laboratory space. Simple arithmetic shows about \$400/sf construction cost. We will take this number as representative of the construction costs for such an academic building in the Tallahassee market. In actuality, it is likely an underestimate since it was developed in the tail of the Great Recession. Now that construction firms are much busier, cost estimates are coming in much higher in many parts of the country.

Then the cost estimates for facilities build out would be LOW = \$300 million, MEDIUM = \$400 million, HIGH = \$500 million. Clearly, this would be done over a number of years.

## Facilities Operation

Michigan Engineering books facilities operations at \$20 million/year. For half the gsf of the Michigan complex, we will estimate LOW = \$7.5 million/year, MEDIUM = \$10 million/year, HIGH = \$12.5 million/year in operations.

## Graduate Student Support

Our fictitious top 25 school would have over 1,800 graduate students. Table 2 show significant variation on numbers of graduate students in the top 25 schools reviewed. The smallest is about 1000. While the largest is over 3200, the University of Florida is approximately 2600. Hence, we will estimate graduate students support varied over a LOW of 1000 students, MEDIUM of 1800 and HIGH of 2600. To be consistent with other top engineering schools we



presume that these students will be 40% doctoral students and 60% master's students (Michigan distribution). We assume that all doctoral students are fully funded and master's students are half funded, although this latter estimate may be low. Presume that the graduate students are 75% out-of-state. Current FSU graduate tuition rates are \$11,830 per year for a Florida resident and \$27,288 per year non-resident ([http://financialaid.fsu.edu/apply/cost\\_grad.html](http://financialaid.fsu.edu/apply/cost_grad.html)). Then their effective tuition is \$23,400 per student. Assume that a full stipend for a doctoral student is \$20,000/year, plus 30% benefits. Then each doctoral student costs approximately \$50,000/year to support. This is virtually identical to numbers calculated at Michigan ten years ago, and at the University of Oregon recently. The 1,800 graduate students would cost about \$63 million per year to financially support. If one assumes that master's students are not financially supported, then this reduces to about \$36 million. However, that would be inconsistent with other universities ranked at this level. Hence, our MEDIUM estimate is \$63 million. The LOW estimate corresponds to 1000 graduate students and equals \$35 million. The HIGH estimate corresponding to 2600 students is \$91 million. These costs are typically born by federal grants, endowed fellowships and teaching assistantships.

#### Equipment Supplies and Services

Michigan budgets \$57.2 million for this catch-all category. Since our virtual college has half the faculty and facilities, and much of the equipment will be purchased by start-up costs already accounted, we estimate one-third of that number here, or \$19 million. Michigan also budgets "other" at \$62.8 million. We estimate \$10 million additional equipment, supply and service costs.

#### Summary

We establish our fictitious college of engineering at roughly the average of the five universities ranked 23-27 in US News. These form our MEDIUM estimate. LOW and HIGH estimates are created based on the variance among the five colleges ranked 23-27.

	LOW	MEDIUM	HIGH
	estimate	estimate	estimate
	(millions)	(millions)	(millions)
<b>One-time Costs (funded over 5-10 years)</b>			
Faculty start-ups	\$103	\$138	\$172
Facilities construction	\$300	\$400	\$500
<b>Total</b>	<b>\$403</b>	<b>\$538</b>	<b>\$672</b>
<b>Recurring costs (per year)</b>			
Salaries	\$89	\$95	\$100
Facilities operations	\$7.5	\$10.0	\$12.5
Student support	\$35	\$63	\$91
Equipment supplies and services	\$19	\$19	\$19
Other	\$10	\$10	\$10
<b>Total</b>	<b>\$161</b>	<b>\$197</b>	<b>\$233</b>

#### Caveats

The estimates above look at LOW, MEDIUM and HIGH estimates for costs associated with a fictitious college of engineering with characteristics similar to the colleges currently ranked about top 25 by USNews. If the Board of Governors chooses differentiated colleges, a FSU College of Engineering would discover costs directly related to many design choices yet unknown. Certainly, if the new college were built on existing facilities and/or faculty from the Joint College, the net costs would be partially offset.

While we show a range of low to high costs for each line item, if the new college were on the low end of each category, it is unlikely that it would create the productivity to achieve the desired ranking goal or AAU profile. Note that even at the HIGH scenario of facilities gsf and number of faculty, the virtual college described here is smaller, and has fewer faculty members, than the University of Florida College of Engineering has currently.

In the differentiated colleges' case, it is our understanding that the Fordice Supreme Court decision related to Title VI of the Civil Rights Act might imply that at least as much must be spent on a FAMU College of Engineering as is spent on a FSU College of Engineering.

#### IV. Analysis of the Proposed Engineering Education Options

The Situational Analysis and the Critical Factors discussed in Section II and Section III, respectively, set the stage for the analysis presented in this section. Two models for engineering education in Tallahassee were considered, the current Joint College Model, and the Two-College Model with Differentiated Programs. Beginning with the Joint College factors favoring it and factors disfavoring it are presented. Then the same thing is done for the Two-College Model with Differentiated Programs. The pros and cons cited for each model become the basis for a comparison of the two models.

##### A. The Joint College of Engineering Model

###### 1. Factors Favoring the Joint Model (Pros)

- It exists and requires no start-up funding.
- It is a model of cooperation between a public white majority university and a public HBCU.
- It represents the kind of educational innovation that is consistent with Title VI.
- It is regarded as consistent with the Agreement between the Office of Civil Rights and the State of Florida. (See Letter from Assistant Secretary Catherine E. Lhamom)
- Mission addresses the production of women and minority graduates in engineering.
- FAMU senior administrators are supportive of the Joint College and view it to be consistent with FAMU's mission.
- It has graduated more than 5,000 engineers at the BS level, more than 1,000 engineers at the MS level and more than 200 engineers at the Ph.D. level.
- Its organizational problems are known and this provides the means of improving the model.

###### 2. Factors Disfavoring the Joint Model (Cons)

- Renovations are needed in addition to the construction of Building C. Building C was part of the facilities plan for the Joint College.
- Inefficiencies in the processing of requisitions and administrative operations of the Joint College.

- Enrollment from FAMU has declined by 46 percent between fall 2003 and fall 2013.
- Mission is not being achieved. Other Florida institutions are outperforming the Joint College.
- FSU senior administrators are dissatisfied with the Joint College and view it as an impediment limiting the University's pursuit of world class standing.
- Differences in time taken to complete administrative processes at the two universities have contributed to morale problems in the Joint College.
- The management agreement that guides the operation of the Joint College is cumbersome, ineffective, and interferes with the pursuit of the mission of the Joint College.
- Mission shear between the universities is a reality that is rooted in different histories and philosophies.

#### B. The Two-College Model with Differentiated Programs

##### 1. Factors Favoring the Two-College Model (Pros)

- It would allow FSU to manage its own engineering college and to pursue its vision.
- It would circumvent the management inefficiencies at the Joint College.
- FSU senior administrators believe that a separate college would aid the University in breaking into the Association of American Universities.
- It is likely that FSU faculty and staff would strive to achieve the goal of reaching world class distinction.
- The mission shear would be removed.
- Faculty and staff in the respective colleges would be subject to only one set of policies and procedures.

##### 2. Factors Disfavoring the Two-College Model (Cons)

- Requires major investment and construction of new facilities.
- Cannot have duplication of programs without encountering a Title VI challenge.
- Engineering programs at the two universities must be comparable in resources and facilities.

- The Office of Civil Rights may use Title VI and Fordice to challenge the separation of the Joint College.
- FAMU senior administrators oppose the Two-College Model and contend that it would result in a reduction in opportunities for FAMU students.
- The costs to establish two separate engineering colleges and to pursue the goals that FSU advocates are substantial.

### C. Comparison of the Models

Based on the focus group discussions conducted by CBT UC with students, faculty, staff, alumni and the Advisory Board of the Joint College, the Joint College model has many supporters. Also, based on communication received from students, faculty, and alumni, the two-college model has many supporters. The two-college model supporters believe that FSU will be better able to pursue first tier status with the AAU, if it has its own engineering college. The Joint College supporters believe that any change in the college will result in a loss to FAMU and leave it less competitive.

The factors that disfavor the Joint College model involve the shared management model through which FAMU and FSU have divided the management responsibilities. The faculty and staff who work at the Joint College must understand and follow FAMU policies and procedures and FSU policies and procedures as appropriate for the given task. Staff members at the Joint College have openly expressed frustration with the dual administrative systems they must master. In focus group discussions with staff from the Joint College the time taken by FAMU to respond to any request or process was criticized and thought to fuel the noise in the environment about having separate engineering colleges. The management council reflects a turf struggle and does not aim at efficiency and competitiveness. The current management model may at one point in time have seemed rational; however, the evidence is that it cannot now serve the best interest of engineering in Tallahassee.

The difference in resources between FAMU and FSU is significant. According to *The Chronicle of Higher Education* the endowment for FSU in 2012 stood at \$497,709,000 while the FAMU endowment was \$107,743,000. The FSU endowment in 2013 for engineering was \$6,207,212 and that of FAMU was \$1,224,573. Notably, the endowment for engineering for the University of Florida was \$88,105,671. The difference in resources between the two universities means that FSU is in a position to exert influence on the direction of research at the Joint College. With most of the faculty, 62 out of 83 (fall 2013) being FSU employees, the Joint College could be argued to be a unit of FSU.



The Joint College model does not limit or interfere with the quality of teaching. Prior to the 2014-15 year the different missions of the two universities caused them to value different backgrounds and potentials in prospective faculty. Although the new mission of FAMU is closer to that of FSU, the commitment to opportunity and developmental education means that some mission shear will persist. The Joint College possesses the potential to become a greater producer of women and underrepresented minorities with BS, MS, and Ph.D. degrees in engineering. Those who work at the college proudly accept this dimension of its mission. In fact, we learned that some faculty members were attracted to the Joint College because of its mission. According to faculty at the Joint College the enrollment of students from FAMU exactly parallels the interest and support of its presidents. The data support this contention.

The Joint College model does not limit the development of an outstanding research program. The mission shear, while thought to be a source of difficulty by the FSU senior administrators, could be a source of strength by maintaining a balance in the emphasis given to teaching and research.

The constraint of Title VI of the Civil Rights Act of 1964 appears to favor the Joint College since as Assistant Secretary for Civil Rights Catherine E Lhamon pointed out in correspondence to Governor Rick L Scott (dated April 25, 2014):

The very creation of the FAMU-FSU engineering program developed directly out of the State's 1978 desegregation plan to OCR, "Plan for Equal Access and Equal Opportunity in Public Higher Education" (1978 Plan), which provided for the resolution of unnecessary program duplication by such methods as program elimination/realignment and cooperative joint programs. Building upon the related programmatic strengths of these two institutions to affect the cause of unnecessary program duplication, the State established the joint FAMU-FSU Institute of Engineering in the spring of 1982.

She also wrote in the same letter:

I am deeply concerned that the legislative plan to split the FAMU-FSU College of Engineering would violate the State's federal legal Responsibilities pursuant to Title VI, Fordice and the Agreement. (Partnership Agreement with OCR signed in 1998 by Governor Lawton Chiles to strengthen and improve academic programs and facilities for FAMU students).

The two engineering education options proposed included differentiated programs for the Two-College model. This may have been motivated by the recognized need to avoid program duplication. Moreover, it was pointed out that duplication of engineering programs in the same city existed in Baton Rouge, LA and in Norfolk, VA.

In Baton Rouge, engineering programs are offered at Southern University, a land-grant HBCU and Louisiana State University, a land-grant HWCU. Engineering was taught at LSU A & M College from its establishment in 1876. The College of Engineering was created in 1908 with programs in civil, chemical, electrical, and mechanical engineering. Subsequently, in the ensuing years six additional engineering disciplines were added including biological engineering, construction management, computer engineering, environmental engineering, industrial engineering, and petroleum engineering. Although Southern University (SU) owes its origin to 1880, the College of Engineering at SU was not established until 1956. It began with programs in civil, electrical, mechanical, and electronics engineering technology. Thus, both colleges of engineering predate Title VI of the Civil Rights Act of 1964.

In Norfolk, engineering programs are available at Norfolk State University and at Old Dominion University. Old Dominion was established in 1930 as the Norfolk Division of The College of William & Mary. A year later it also became an extension of the Virginia Polytechnic Institute. During the first three decades of Old Dominion's operation it offered the initial two years of programs in education and engineering. Old Dominion became independent in 1962. Today it offers primarily a standard curriculum in engineering and uniquely a coastal engineering program. The engineering program at Norfolk State University is quite recent and is probably the most recent engineering program established at a public HBCU. The institution that would become Norfolk State University was established in 1935 as a private unit of Virginia Union University. A few years later it became a state institution and a division of Virginia State University. In 1956 it started to award baccalaureate degrees and in 1969 it became an independent institution. The engineering program was created in 2006. It is not a traditional program and does not duplicate any program at Old Dominion University. Norfolk State University offers the BS and the MS degrees in electronics engineering and optical engineering.

Therefore, in both cases, Baton Rouge and Norfolk, one does not find a contradiction of the Title VI and Fordice constraint against duplication, since in Baton Rouge the engineering programs were in place prior to 1964 and in Norfolk the engineering programs that were approved for Norfolk State University did not duplicate the programs at Old Dominion.

Differentiated programs at FAMU and FSU would mean that neither institution would have a full complement of engineering programs. A limited set of engineering programs at FSU would probably pose a greater challenge in achieving the AAU distinction that it plans to pursue.

Additionally, the transition from the joint model to the differentiated model is likely to encounter a legal obstacle brought by parties with standing. An example is found in the case, *The Coalition for Equity and Excellence in Maryland Higher Education, et al. v Maryland Higher Education Commission, et al.* 2013. This particular case involved a group of former and current students who in 2006 formed the Coalition and sued the State of Maryland, the Maryland Higher Education Commission and its officers for failure to desegregate Maryland's system of higher education. The Coalition sued under Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the Fourteenth Amendment. The suit, which extended over several years, resulted in a six-week bench trial in January 2012. Oral argument was held in October 2012. The court issued findings of fact and conclusions of law on October 7, 2013. The U. S. Supreme Court in *Fordice* established the law that guided the findings. United States District Judge Catherine C. Blake wrote:

I find the plaintiffs have prevailed in establishing current policies and practices of unnecessary program duplication that continue to have segregative effects as to which the State has not established sound educational justification. Remedies will be required. The plaintiffs have not, however, made that showing as to the current operational funding policies and practices put in place by the State.

Although the judge acknowledged that the State had been guilty of underfunding the HBCU in Maryland in the distant past, the judge found that current funding of the HBCU could not be traced to the *de jure* era of segregation. This was not the case with program duplication. We find this particular case instructive.

## V. Conclusion

The two options for engineering education and research in Tallahassee have been examined by assessing factors that favor and factors that disfavor each option. In the analysis conducted, which consisted of interviews and focus group discussions with all primary constituents, many arguments were advanced in favor of one of the models based on unsubstantiated assumptions. In the focus group discussions with faculty, staff, students, and alumni from both universities, we found a misunderstanding of the constraining force of Title VI of the Civil Rights Act of 1964 concerning program duplication in higher education in states that were found to have operated dual systems of education based on race in 1969 – 1970. If the Joint College is maintained, it will not, without major organizational changes, become an example of administrative efficiency, nor will it, without a unified commitment of the leaders of the two universities, play a leadership role in increasing diversity among engineering graduates in our nation. The Two-College model with differentiated engineering programs will not likely propel FSU into AAU's set of first tier research universities if it includes only a subset of disciplines. Such a goal, which is commendable, will likely require a ten-year plan supported by greater than a ten-fold increase in financial resources in order to recruit and employ outstanding faculty, and to significantly increase the enrollment at the graduate level. The Joint College has research faculty, the majority of whom are FSU employees. In fact, because of financial resources, FSU exerts a greater influence over the scholarly pursuits at the Joint College. The Joint College, admittedly, has a dysfunctional management model; however, it cannot be completely blamed for the productivity of FSU faculty members, especially since many of them operate through FSU controlled research institutes. The argument that separation of the Joint College will better allow FSU to pursue its vision is largely conjecture.

Interestingly, the uniqueness of the Joint College with its diverse partners has not been advanced as an asset that could contribute toward world class standing of either or both universities. According to the FSU mission statement, the University values diversity. If that is the case, it would seem that FSU would seek the enhancement of the Joint College, and given the history of FSU, it would seem that its leadership would have pushed the Joint College to enroll and graduate more women. Diversity and opportunity in higher education are tenets whose values have been demonstrated. Many alumni from both universities have applauded the opportunity that the Joint College provided them.

The decline in the enrollment of FAMU students at the Joint College has been used to support the argument for separation. President Frederick Humphries demonstrated that academically well-prepared African American students, who can succeed in engineering, can be recruited, retained, and graduated. This proof of principle should be instructive to the leaders of FAMU, FSU, and the Joint College. We did not learn of any successful program at the Joint College for

recruitment and marketing. Nor did we find that the two universities treat the Joint College as a centerpiece in the recruitment of students. It appears that the retirement of President Humphries marked the end of aggressive efforts to market the Joint College.

If the decision is made to establish separate engineering colleges, then in order for them to be true to their missions they must strive to increase women and other underrepresented minority graduates in engineering. The diversity dimension of the missions of the Joint College, FAMU, and FSU is a strength that should not be lost. Institutions such as the Georgia Institute of Technology, North Carolina A & T University, and the University of Central Florida should follow and not lead the Joint College in this area.

The notion of becoming a premier university cannot be criticized. We should advocate and embrace high aim; however, the pursuit must be realistic and characterized by reasonable benchmarks. To become a first tier AAU institution means that the parameters that characterize the universities in that list of twenty-five institutions should be numerically close to the same parameters for the aspiring institution. If the parameters are not close, then there should be other educational and/or research achievements that distinguish the university among AAU's first tier members.

As discussed in Section II, Situational Analysis, the Joint College, with most of its faculty members being FSU faculty members, is not close to many of the leading engineering schools (Georgia Tech, MIT, and University of Michigan) in terms of research productivity, research funding, number of faculty, or, number of graduate students. Therefore, establishing separate engineering colleges would not, via engineering, propel FSU into AAU's top twenty-five public research universities.

If the proposal to separate the Joint College and create separate engineering colleges with differentiated programs is pursued, it will likely become a Title VI issue for the Office of Civil Rights of the U. S. Department of Education. The likelihood of this occurring is based on the fact that the Joint College is an integral component of the State of Florida's commitment to enhance programs at FAMU and to pursue changes in higher education that would move the SUS toward unity. Assistant Secretary for Civil Rights Catherine Lhamon's letter to Governor Rick Scott, dated April 25, 2014, should be recognized as an early warning that separation of the Joint College will require a strong educational justification and it must avoid the educational program duplication. Any change in the Joint College, whether involving differentiated programs or not, will receive intense scrutiny. It could easily become a case study for law school students and/or graduate students in higher education administration programs.



The CBT team received a proposal from a subset of the FSU appointed faculty in the Department of Mechanical Engineering (11 out of 21 of the full-time, tenured or tenure-track faculty) at the Joint College. These faculty members proposed to replace the Joint College with separate differentiated colleges of engineering, one at FAMU and one at FSU. Students in one university could access a program in the college of engineering at the other university as a dual-degree engineering student. The students complete the pre-engineering courses and the general education courses at the home institution prior to transferring to the university with the programs of interest. The student might pursue a major at the home institution such as chemistry before transferring to the other university to pursue studies in chemical engineering. Upon completing all requirements at both universities, the student receives two degrees. This type of model usually operates between an engineering college and a liberal arts college. The program normally takes five years for the well-prepared student.

The difficulty with this model is that it cannot leave both institutions whole. If FAMU is diminished or FSU is made more attractive, then a Fordice challenge is likely to be made. Certainly the argument may be made that Florida has not lived up to the Partnership Agreement it made with the Office of Civil Rights. Moreover, with FSU not offering a full complement of engineering fields, it becomes more difficult to pursue first tier AAU standing. If two separate engineering colleges are established, then the Fordice standard on duplication may result in one of them being located in another city as the FAMU Law School was placed in Orlando and not in Tallahassee. If the Joint College is maintained, the dysfunctional management arrangement, which is abetted by dual policies and procedures must be addressed. An organizational structure and mode of operation must be established that facilitate the efficient pursuit of the mission. The extant skew in financial support for start-up research funding and for salary increases from FSU should not be allowed to persist.

It is in the interest of the State and the pursuit of excellence at the two universities to achieve an equilibrium in faculty support per university, enrollment, and financial support. Although in size FSU is about four times larger than FAMU, an equilibrium enrollment at the Joint College will require an enrollment of FAMU students above 30 percent at all degree levels. The equilibrium number must be above 30 percent because of the mission of FAMU. Additionally the mission requires that the presence of women in the Joint College must be between 33 and 50 percent. These numerical targets would allow the FAMU-FSU College of Engineering to become one of the leading producers of women and African American engineers at the baccalaureate level. Whatever model is pursued an increase in enrollment in engineering will be required to be competitive in Florida and in the nation.

Finally, we must reiterate that any consideration of pursuing the Two-College model must examine the legal challenges that likely will be made. Advocates of the Two-College model would be well served to seek the support of the FAMU leadership team in moving forward. It would also be wise to confer early with the regional office of the Office of Civil Rights, prior to taking actions that could be challenged. If the Joint College is maintained, a new agreement, reflecting a new approach to management, is absolutely essential. The two universities must present a unified front in seeking renovations, repairs, and construction of Building C.

Engineering has a bright future in Florida. It is a future that will be enriched by the cooperation and commitment to excellence in education on the part of the Presidents of FAMU and FSU and their respective leadership teams.

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# FAMU-FSU Joint College of Engineering Study

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Prepared for The State University System of Florida  
Board of Governors

January 12, 2015

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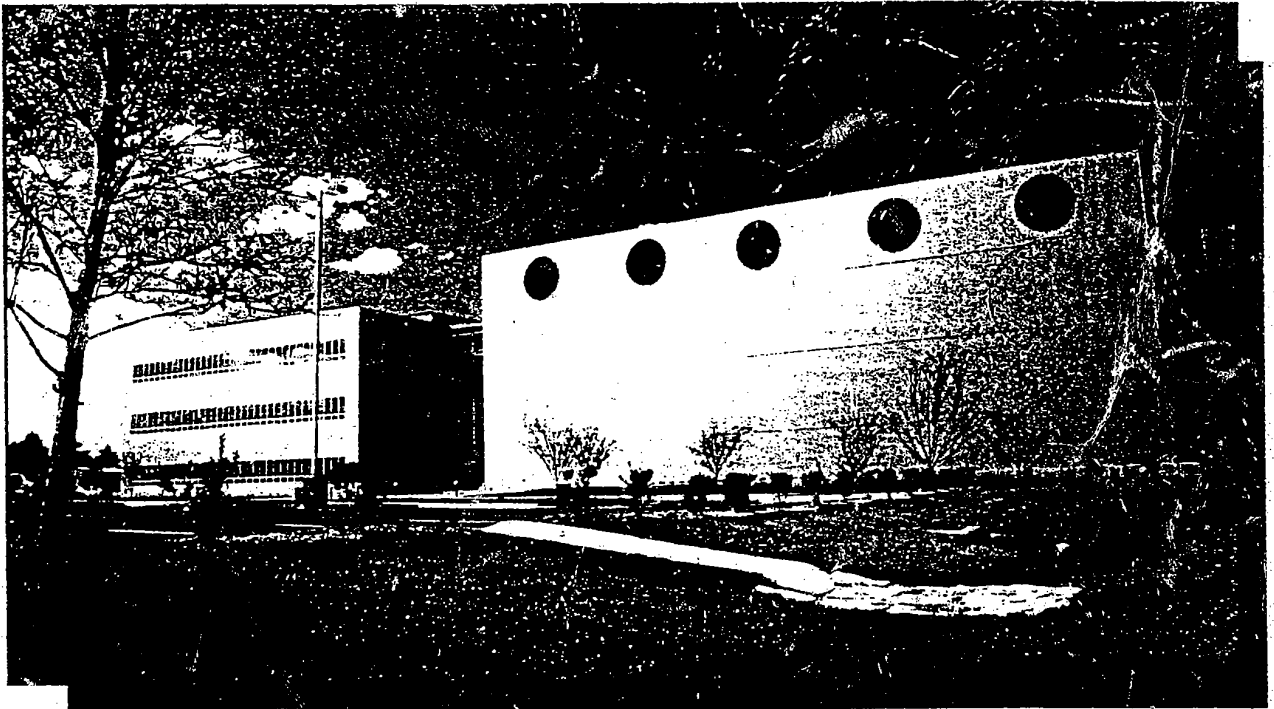
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# NOW IS THE TIME

## A History of the FAMU/FSU College of Engineering



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by  
Dr. Karen Frair  
American Council on Education Fellow  
1989-1990

A strong case can be made for knowledge from the past to assist those who are presently creating history. The point is not to belabor the aphorism that "those who fail to study the past are condemned to repeat it," but rather to recognize that both continuity and change in history need to be understood to deal effectively with the present.

*G. Mazuzan  
National Science Foundation*



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## **FORWARD**

This paper is the result of my experience as an American Council on Education Fellow during the 1989-90 academic year. The purpose of the fellowship is to provide individuals interested in higher education administration an extensive exposure to the administrative process within a university, and as part of the fellowship year each Fellow is expected to produce a paper on a significant issue in academic administration.

In an effort to decide where to spend my fellowship year, I visited Florida State University and it was then that I first heard about the FAMU/FSU College of Engineering. As an associate dean of engineering at California State University, Fresno, I was intrigued by the concept of a joint college and excited about the possibility of investigating its history and administrative aspects as part of my fellowship year.

When I began investigating the College, I was reminded of a description of another joint venture, the Auraria Center in Colorado: "an academic success and an administrative nightmare." It seemed to me that the FAMU/FSU College of Engineering could serve as a microcosm of every administrative problem, and I hoped solution, encountered in higher education. What an opportunity for an ACE Fellow!

As I learned more about the College, I discovered that the story is more than one of time and place and circumstance. It is a story of people. Hundreds of individuals have been involved with the College since its beginning in the early 80's, some extensively, some intensely, some briefly, and some even begrudgingly. I have chosen to highlight seven men who played vital roles in the early history of the College, each of whom brought his unique personality and strength to a venture needing that particular strength at that particular time. Each played a key role in the formation of the College, each represents a piece of the mosaic that was the emerging FAMU/FSU College of Engineering.

Although the absence of any one of these pieces would have resulted in a completely different, and perhaps incomplete, picture, by focusing on these seven I do not mean to belittle the contributions of the hundreds, some unknown, who have made the FAMU/FSU College of Engineering what it is today. And so to you all, my congratulations and thanks. You have achieved a measure of success where most predicted certain failure, and you have provided insights that have been more valuable to me than you know.



## PROLOGUE

In a 1977 memo to Dr. Bernard Sliger, newly appointed president of Florida State University, Dr. Joe Lannutti of the FSU Physics Department wrote "I believe *the time is right* for FSU to ... collaborate with FAMU in establishing a medical and an engineering school in Tallahassee."

Both men were to become key players in the drama that was to unfold, yet neither could foresee the obstacles, political battles, and bureaucratic nightmares that were to be a part of the creation of a joint engineering college between Florida A&M University and Florida State University. Nor did either visualize the final form such a joint college would take, for it has been an evolution, sometimes painful, that resulted in what is now the unique FAMU/FSU College of Engineering.

The two institutions have had more in common than the joint college, however. In fact, their histories have been intertwined for well over one hundred years.





## **INSTITUTIONAL HISTORIES**

Florida A&M University and Florida State University, located approximately one mile apart, are two very different universities with two very different histories. Their histories have been intertwined, however, from almost the very beginning. So in order to better understand some of the events associated with the establishment of the joint College of Engineering, one should first examine the histories of the individual institutions.

### **Early Period**

In 1821 the provinces of East Florida and West Florida were transferred from Spain to the United States. During the following year the two provinces, separated by the Suwannee River, were organized "into a Territory of the United States under the name of Florida" (U.S. Statutes, pp. 654) and a territorial government was formally established. The Congressional Act of March 3, 1823, provided that a township (23,040 acres) should be reserved in each of the districts of East and West Florida for a "seminary of learning." No seminary was actually established, however, until after the territory had become a state, more than thirty years later.

On March 3, 1845, Florida was admitted into the union and supplemental legislation was passed in Congress that granted "two entire townships of land, in addition to the two townships already reserved for the use of two seminaries of learning — one to be located east, and the other west of the Suwannee River." (U.S. Statutes, pp. 788)

The Florida Legislature established the governing mechanism for the two seminaries in 1851 and provided for the appointment of a committee to recommend sites for the seminaries after considering inducements offered by various localities. The East Florida Seminary opened in Ocala in 1853, whereas it took a few more years before the West Florida Seminary was established in Tallahassee.

Tallahassee was a logical choice for the West Florida Seminary since it was the capital of the state and was located in a relatively populated area. In 1854, the city anticipated the need for inducements to locate the seminary in Tallahassee and began construction of a school building on city land at a point a short distance in front of what is now the Westcott Administration Building at Florida State. The legislature did not immediately accept Tallahassee's offer, so the new building became the home of a school for white males known as the Florida Institute. The bill to locate the Seminary West of the Suwannee in Tallahassee was finally approved on January 1, 1857, and the Florida Institute became the West Florida Seminary. The school first became coeducational the following year when it absorbed the Tallahassee Female Academy.

Florida seceded from the union on January 10, 1861, and during the entire Civil War the seminaries struggled for existence. Both survived the war, however, and the period after the war was a period of growth and relative prosperity for the state and higher education.

During the 1880's and 90's there was a strong push to establish normal schools in Florida since neither seminary had developed strong teacher education programs. No formal consideration had been given to providing education for the black citizens of the state in the past but serious efforts to remedy the situation began during this time.

In 1883 state funds were appropriated for teachers' institutes and normal schools. The appropriation was spent in: conducting four teachers' institutes for whites and four for blacks, maintaining a normal school of one month's duration for black teachers, and maintaining the teaching departments at the two seminaries.

Stronger legislation was passed in 1887 that officially established and funded a normal school for whites at DeFuniak Springs and one for blacks at Tallahassee. The State Normal College for Colored Students, which was to eventually become Florida A&M University, was constructed on what is now the site of Florida State University.

The early 1900's brought several profound and lasting changes to the institutions of higher education in Florida. The West Seminary became Florida State College, then a women's school, Florida Female College, and eventually renamed Florida State College for Women. The State Normal College for Colored Students was allocated land-grant funds under the Morrill Act, changed its name to the State Normal & Industrial College for Colored Students, and relocated to the present location of Florida A&M University. The East Florida Seminary evolved into the University of Florida, was moved to Gainesville, became a men's school and was also allocated land-grant funds.

## **The 40's and 50's**

World War II brought momentous change and growth to the Florida university system. Demand by returning veterans was influential in causing the legislature to return coeducation to the state institutions, resulting in a state university system that included the coeducational white institutions of the University of Florida, at Gainesville, the renamed Florida State University, at Tallahassee, and the Florida Agricultural and Mechanical College for Negroes, previously the State Normal & Industrial College for Colored Students, also at Tallahassee. Never before had the growth of physical facilities proceeded at such a pace, and all three campuses enjoyed expansion of both physical plant and academic programs.

## **The Turbulent 60's and 70's**

Three events occurred during the 1960's and 70's that were destined to exert a profound influence on the future relationship between FAMU and FSU: passage of the 1964 Civil Rights Act, the 1971 Adams vs. Richardson decision, and the "Merge FAMU" movement in the state of Florida.

In 1964 the Civil Rights Act was passed, requiring desegregation of higher education. Most black public schools were closed and black junior colleges began to be merged with white junior colleges or to be closed completely. The 1964 proposed "Master Plan for Higher Education" in Florida called for the phasing out of FAMU within one year. Because of the ground swell of opposition to such a move, the recommendation was not implemented but continued to exist within the minds of the state's educational leaders.

In 1967 a Florida Senate subcommittee recommended that Florida State University and Florida A&M University be merged for fiscal reasons. One leader of the "Merge FAMU" movement was Senator (later Governor) Bob Graham. After visiting Tallahassee and speaking with various individuals about the proposed merger, however, Senator Graham reversed his position. He "had never encountered a group of faculty, students, alumni and supporters who were more emotionally dedicated to a school," (Neyland, L., *Florida Agricultural and Mechanical University: A Centennial History - 1887-1987*)

Those calling for the merger of the two universities contended that FAMU did not have a unique role and scope. As a counter to this argument, the university defined itself in 1969 as one that focused on the "disadvantaged and culturally deprived" student, thus attracting more blacks and fewer whites to its campus.

Also in 1969, the United States Department of Health, Education and Welfare (HEW), notified ten states, including Florida, that their systems of public higher education were still operating as segregated systems, and requested that they submit new desegregation plans. HEW took no enforcement action against the states until after the 1971 suit, Adams vs. Richardson, which required HEW to begin enforcement proceedings against states that had not filed acceptable desegregation plans.

The following years brought (1) increased efforts to merge FAMU and FSU, (2) changes in the role and scope of FAMU to highlight quality rather than a disadvantaged student body, (3) refusal of several Florida desegregation plans by HEW, and (4) another suit (Adams vs. Califano), which resulted in guidelines that would include the enhancement of historically black colleges.

Finally, in 1978, FLEW accepted the "State University System Plan for Equalizing Educational Opportunity in Public Higher Education in Florida." There were two statements in the plan that would influence how a college of engineering would be established in Tallahassee, some four years later.

Thus, voluntary cooperative academic programs between the institutions will continue to be encouraged as well as non-academic activities.

Beginning with January, 1979, upon completion of a redefinition of the roles and missions for all state universities, priority considerations will be given to placing at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs, consistent with its mission and the educational needs of the state. ("Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education," Florida Department of Education, 1978)

In addition, the plan stated that "there are no plans for merger of any universities and/or community colleges." This fact was formalized by legislation passed in 1978, firmly establishing the autonomy of Florida A&M University.

Higher education in Florida grew at an unprecedented rate during the 1960's and 70's. Six new universities were established in the state: the University of South Florida (1956), Florida Atlantic University (1961), the University of West Florida (1963), the University of Central Florida (1963), Florida International University (1965), and the University of North Florida (1965).

The nine public universities now comprise the State University System (SUS), governed by a thirteen-member Board of Regents (BOR). The nine university presidents report to the governing board through the Chancellor, who is the chief executive officer of the SUS.

## **Engineering Education Prior to 1980**

The oldest and largest school of engineering in Florida is at the University of Florida. The first curricula were announced in 1905 and the first graduates received their B.S. degrees in engineering in 1909. From that period until the late 50's and early 60's there were no other public engineering programs in the state.

In 1959 Florida State University established a School of Engineering Science, and between 1962 and 1964 the University of South Florida, the University of Central Florida and Florida Atlantic University all began to plan engineering programs.

During the 70's, consultants reviewed the engineering programs in the state and recommended that all B.S. programs obtain accreditation as soon as possible and that the amount of sponsored research should be increased. The state programs of

engineering were pictured as under-enrolled and academically weak.

Following the 1971 death of Grover Rogers, dean of the FSU School of Engineering Science, and a study done by an internal committee, President Stanley Marshall recommended that the BOR terminate the School of Engineering Science at Florida State because "it was not economically feasible for Florida State to provide a high quality engineering science program." (Letter from Stanley Marshall to the Tallahassee Democrat, Oct. 29, 1971)

Five years later, in 1976, a SUS engineering program review was conducted by a team of outside consultants. They recommended:

1. No new schools of engineering be established for the next five years.
2. Better cooperation take place between existing schools, especially in use of science resources.
3. The articulation agreements between the community colleges and the SUS engineering schools be strengthened.
4. Greater access to engineering programs in southeast Florida be provided and surveys done to determine future engineering needs in Jacksonville and Pensacola.

During this same time period, Florida A&M University underwent a major reorganization and a new College of Science and Technology with a division of Industrial and Engineering Technology was formed. Dr. Charles Kidd joined FAMU as Dean in 1977 and was to play a key role in the development of the FAMU/FSU College of Engineering in the years to come.



## **THE FORMATIVE YEARS - 1980 & 81**

In 1977 Bernard F. Sliger was inaugurated as the tenth president of Florida State University and brought with him a vision of an engineering school for the university. He would be supported by and opposed by many individuals during the next five years, but by 1982 his vision would become a reality. A great deal of studying, reporting, and reviewing, not to mention political maneuvering, would be done before that time, however.

In May, 1976, a systemwide engineering program review had been conducted by a team of outside consultants for the Board of Regents. They recommended, among other things, that no new schools of engineering be established for the next five years.

Shortly after President Sliger had become president in 1977, Professor Joe Lannutti of the FSU Physics Department had written to him suggesting that FSU collaborate with FAMU in establishing an engineering school in Tallahassee. Dr. Lannutti believed that in order for FSU to become a university in the true sense of the word, rather than the small liberal arts college of its past, it must have within it strong professional schools such as engineering. Dr. Sliger, cognizant of the fact that universities with engineering schools usually have a higher caliber of student body and a higher degree of research funding, expressed support for the idea, but no discernable action was taken until 1980, when a statewide meeting on "Manpower Needs in Engineering" was held in Tallahassee.

President Sliger asked Dr. Lannutti to represent FSU at the meeting, during which it was reported to the Board of Regents that the state would need 40% more engineers during the next five years and that Florida's engineering schools could supply only about 11% of that need. ("A Report on the Quality of Engineering Programs at State University System Colleges of Engineering," Florida Engineering Society, 1980)

### **Creech Task Force**

The Board responded by creating a special Task Force on Science, Engineering and Technology Service to Industry (the Creech Task Force). Their report, "Strategies for Quality Improvement for the State University System of Florida - Task Force Recommendations," was submitted in January of 1981 and contained three general priorities:

1. The establishment of an organization within the State University System to deliver additional industry services such as continuing education, research and other services in engineering — directed towards the needs of Florida industry.
2. The improvement of the quality of the engineering programs in the state, and

3. An increased capacity within the state to produce more engineers.

Suggested activities under the third priority included:

- Increase capacity of Engineering Programs at UF, USF, UCF, and FAU
- Increase capacity and improve quality of Engineering Related Programs (Engineering Technology at FAMU and FIU and Computer Science)
- Provide tuition grants for engineering students at UM and FIT
- Encourage increased enrollment of minority and female engineering students
- Study to determine the feasibility and advisability of establishing engineering programs at FSU, FIU and FAMU where strong science and/or engineering technology programs already exist (and at other institutions where special needs are determined to exist) in order to further expand the state's engineering education base

("Strategies for Quality Improvement for the State University System of Florida - Task Force Recommendations," January, 1981)

### **Westinghouse Study**

Very soon thereafter, President Sliger discussed with executives of Westinghouse the possibility of an engineering school at FSU. It was decided that Westinghouse would finance a study of the need for engineering in Florida and of the feasibility of locating an engineering school at FSU.

The feasibility study team was made up of John Simpson, Westinghouse Vice President, Eric Walker, ALCOA Vice President and former President of Pennsylvania State University, Guyford Stever, former Director of the National Science Foundation, Chauncey Starr, former Dean of the School of Engineering and Applied Science at UCLA, and Louis Roddis, President and Trustee of Consolidated Edison of New York. The report was submitted to President Sliger on April 7, 1981.

The report concluded that because Florida was "not doing its share to educate young people for the engineering profession," and because the state was "denying some of its young citizens the chance to become engineers," then "some selected engineering curricula be added at F.S.U.." The recommendation was based on the finding that the "University is nationally recognized for strengths in many areas that relate to engineering and this would be of inestimable value in starting an engineering school. In fact the University already offers about 60% of the credits required for an engineering major."

The report indicated the advantage of Innovation Park, a state-subsidized industrial park in Tallahassee.

The ability to obtain first hand contact with the organizations in the Park will benefit both the faculty and students. The presence of an engineering school at F.S.U. not only will benefit those organizations already in the Park but will aid materially in attracting new organizations. It will also help in attracting high technology industry to the Tallahassee area.

It also suggested that the curriculum be composed of non-traditional areas such as ocean engineering, engineering management, or engineering science, and that initially work should be limited to the B.S. and M.S. degrees.

### **Engineering Planning Committee - FSU**

On February 23, 1981, somewhat prior to the formal receipt of the Westinghouse study, President Sliger asked Dr. Lannutti to chair a campus Engineering Planning Committee. In the initial memo to the committee, Dr. Sliger stated

One of my primary objectives for the immediate future for Florida State University is to establish a School of Engineering. I believe that such an addition would have major beneficial consequences for us and our community. At this time we do not have formal approval from the Board of Regents to proceed. However, I should like to ask if you would be willing to serve on a Planning Committee to make some preliminary plans and ultimately prepare a program proposal which I can submit to the Board of Regents for approval.

The committee was made up of faculty from the departments of Biological Sciences, Math & Computer Science, Molecular Biophysics, Education/Research, Finance, and Oceanography. President Sliger had requested a response from the committee no later than the latter part of March, so they began the task of preparing a program proposal almost immediately.

Before the committee completed its task, however, a new Chancellor would be appointed for the State University System. On March 2, 1981, Dr. Barbara Newell assumed the post of Chancellor for the SUS and would play a role in the initial formation of the joint college. Chancellor Newell believed firmly in careful assessments and extensive planning efforts. One of her first efforts would be a planning exercise involving "forward-thinking activists" within the state. (Conversation with B. Newell, September 29, 1989)

The exercise would serve "as the first step in developing a blueprint which would speak to specific needs of institutions and programs over a ten-year period, taking into account enrollment patterns, faculty-student ratios, curriculum needs, library, laboratory and other support costs." (Memo, Florida Board of Regents, Vol.14, No.12)

## **FSU Engineering Proposal**

Meanwhile, a formal program proposal was prepared by the FSU Engineering Planning Committee and forwarded through appropriate channels to the Office of the Chancellor on April 28, 1981. The proposal (first year implementation costs of \$1,175,000 and second year implementation costs of \$3,177,000) was for authorization to plan for the B.S., M.S., or Ph.D. in several areas of engineering:

Electrical Engineering and Computer Science Mechanical Engineering Civil Engineering Industrial Engineering and Public Policy Chemical, Metallurgical and Materials Engineering Oceanographic and Geophysical Engineering Biological Engineering
--

There were clearly no plans, at this time, for the program to be a joint program with FAMU. In fact the proposal stated that "the existence of an Engineering College at FSU and the related programs in Engineering Technology at FAMU will be an excellent way for the two universities to complement each other and serve society most efficiently."

## **SUS Planning Process**

In May of 1981 Chancellor Newell suggested a moratorium in the flow of new program proposals submitted to the BOR. This action, approved by the Board on May 22, was meant to facilitate the long-range planning activities that she had established. There were five exceptions to the moratorium, however; those exceptions included programs at FAMU affected by the state's commitment to the Office of Civil Rights and the expansion of engineering programs.

As part of the Chancellor's planning process, it had been decided to commission a study of engineering education in Florida and to request recommendations for future action. Florida State was notified by the Office of the Chancellor on June 2, 1981, that the planning authorization request for engineering would "be deferred until work on a statewide plan in engineering has been completed, probably by December 1981." (June 2 memo from R. McTarnaghan to D. Flory)

Dr. Joseph Hogan, Dean Emeritus, University of Notre Dame, was appointed as engineering consultant to the BOR in June, 1981. His task was

to provide an evaluation of the present status of engineering education in the State of Florida, to comment on the future plans of the various institutions and finally to make recommendations that will provide guidance to the state during the decade ahead. ("Engineering Excellence for the Decade Ahead," J. Hogan, 1982)

Because of the positive recommendations of the Creech Task Force concerning engineering programs in the state, there were requests from several campuses to establish or expand their engineering programs. It was the Chancellor's intent to use Dr. Hogan's report as a blueprint for future planning and legislative funding requests.

## **1981 Appropriation**

There were a number of influential individuals, including Herb Morgan, Chair of the House Appropriations Committee, and Duby Ausley, Chair of the Board of Regents, who felt that action to upgrade engineering education within the state needed to be taken as soon as possible, rather than wait for future planning. Consequently, funds were allocated in the 1981 Appropriations Bill to: 1) all existing engineering colleges in the state, 2) FIU for the purpose of converting the School of Technology to a School of Engineering, and 3) develop an engineering program in Tallahassee.

To be exact, \$75,000 was appropriated "to develop an engineering program utilizing the FSU science and technical disciplines and the FAMU engineering technology program." (June 1981 Appropriations Bill) Joe Lannutti described the appropriation in a memo to the Engineering Planning Committee.

The language and content were carefully honed by Morgan to maximize the probability of passage and minimize the adverse political ramifications. Its passage entailed much political monitoring and negotiation by Bernie Sliger, Iona Turrisi (Budget Director), and Pat Hogan (VP for Public Affairs). We also have many Tallahassee leaders to thank for helping us get this far. Herb Morgan's recommendation that we first get our "foot in the door" has been accomplished. (June 26 memo from J. Lannutti to FSU Engineering Planning Committee)

And so the impetus for a FAMU/FSU joint engineering program had been provided. The impetus was due to many things, such as timing and circumstance; but for the most part it was due to people. The cast of major players thus far is fairly small and although it will increase somewhat through the years, now is the appropriate time to examine some of the cast.



## **THE PEOPLE - FORMATIVE YEARS**

The story of the FAMU/FSU College of Engineering is in essence a story of people - people from different backgrounds, with different personalities and with different roles to play in the formation of the College.

The major support during the earliest period of the College came from Duby Ausley, Chair of the Board of Regents, Herb Morgan, Chair of the House Appropriations Committee, Bernie Sliger, President of Florida State University, and Walter Smith, President of Florida A&M University. Sometimes working together, sometimes separately, they were responsible for: 1) the evolution of the proposal for an engineering program at FSU into a joint FAMU/FSU proposal, and 2) providing continued political and financial support for the program during the time of greatest opposition.

**DuBose Ausley**  
**Chair, Board of Regents,**  
**State University System**  
**1980 - 1982**

As Duby Ausley recalled the early efforts that went into the engineering college and his own outlook at the time, he summarized, "There aren't many things I get really interested in, but this was one I did." (Conversation with D. Ausley, March 22, 1990)

His interest grew from a belief in the strong relationship between a Tallahassee engineering college and the economic development of the region, the region in which he was born, grew up, and currently resides.

Born in Tallahassee on May 13, 1937, Mr. Ausley received his B.A. degree from Washington & Lee University and his J.D. from the University of Florida. In the early 1960's he helped draft the bill creating the Board of Regents for the State University System and in 1980 became the first Tallahasseean appointed to the Board, assuming the chairmanship almost immediately.

After being exposed to national trends through studies such as the Westinghouse report of 1981, Mr. Ausley became convinced that the presence of an engineering school would insure further economic development, and in fact "at some point I began to get a passion for it." When faced with the mandate to place "at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs," and the desire to make FSU the strongest university possible, he worked with Charles Kidd at FAMU and Joe Lannutti at FSU to transform the proposal for a single engineering program at FSU into the proposal for a joint FAMU/FSU engineering program.

Mr. Ausley was convinced that there was a window of opportunity for those who would take action, open briefly at that time because of his and Herb Morgan's positions of power and because of a governor, Bob Graham, who was sympathetic to higher education. Therefore, he was continually pushing, pulling, and prodding the presidents, the Board, and the Board staff to accomplish what had become for him more than just a task - more, even, than a goal.

He was to face opposition from the Chancellor's Office and from other members of the Board, especially those with ties to areas with established engineering programs. The Chancellor's engineering consultant, Dr. Hogan, would not only recommend against the establishment of an engineering program in Tallahassee, but, in addition, would state in his report that engineering schools should be located near industry rather than assuming that industry will locate near engineering schools. Those were two conclusions that would not endear the report to the Chairman of the Board and would in fact make the establishment of the FAMU/FSU College of Engineering much more difficult. Perhaps to Duby Ausley it was only more of a challenge, because to him "if it's the right thing at the right time with the right people, it will work." And he did everything in his power to insure that it would indeed work.

**Herbert F. Morgan**  
**Florida House of Representatives,**  
**1974 - 1986**

It happened because of Herb Morgan as far as I'm concerned. Morgan was the maestro; he made things happen for us, even conducted us sometimes.

Walter Smith  
FAMU President, 1977-1985

Born in Tallahassee on October 6, 1943, Herb Morgan graduated from Florida State University with a degree in business in 1966. He went on to a successful real estate career and in 1974 was elected to the Florida House of Representatives. In 1976 he was appointed head of an appropriations subcommittee and discovered the Golden Rule: Those who control the gold, rule.

Mr. Morgan soon became one of the most knowledgeable men in the state about budgets and two years later was named chair of the House Appropriations Committee, the post he held during the formation of the FAMU/FSU College of Engineering.

It is impossible to visit with Herb Morgan for very long without becoming acutely aware that he is a results-oriented individual with a keen sense of personal power and direction. Duby Ausley's statement that "once Herb sets his sights on something, he's very direct," is certainly very true and is also understated. (Conversation with D. Ausley, March 22, 1990)

If it were not for Herb Morgan, a man of single-minded determination and strength of purpose, and for Herb Morgan's position, chair of the Appropriations Committee, the FAMU/FSU College of Engineering would not have become a reality. His recollections of those years provide not only information, but insights into power, politics, and personalities as well.

The other side will say that I created the program, that I shouldn't have done it, all that garbage. The fact that it is a substantial program now points to the need that was there. Most of the opposition came from the ongoing engineering schools who saw this as a threat, which forced me to deal with it decisively.

Sometimes you have to make people do things they don't want to do and that they say is impossible to do, and that is that they have to work together. There are strengths that can be drawn from that. I feel that what we created was a joint FAMU/FSU school that took the best of both and put them together to form a strong program that met several goals: turned out more engineers, was a quality program, attracted more minorities, and helped meet statewide needs.

*"This was the most important thing that I ever worked on."*

Politically it was a big fight. It was a fight every time, every year. It was a fight because money in higher education is always a fight. We don't have a state identity with just one or two institutions; there are nine in our university system and they all want to be the same: comprehensive research institutions.

This was the most important thing that I ever worked on. It was the most significant accomplishment for this area. FSU and FAMU almost killed it themselves. It was very hard to get them to work together. When it wasn't moving along like it should, for example during the dean search, I pushed and shoved. Every month I would say, "Get a dean; Lannutti, Kidd or whoever, but get a dean."

The program wouldn't have been created nor would it exist today if I had not been where I was. The reason was that somebody had to make them believe enough in themselves to stay on track and to make sure they had money to do it with. That was my role basically. I could do it because of my position. It was not easy. It was extremely difficult to make them work together. I motivated them and made sure they had the money. Someone outside them had to be the one to make them work together, to be the champion of both. I had that unique ability, plus I was a statewide figure with considerable influence over what happened.

I had to fund the building as well. That was the piece that would insure that it would continue after I was gone and I knew I'd be gone someday. At one point I thought the whole world was fighting this issue. I wasn't sure there was anybody helping.

I'm a practical person. I try to find things where they are and get to where I want to be. I could see the big picture better than anybody. Giving it to one or the other would have killed it; the opposition would have sniped it to death. When I made it a joint program, with all the baggage that carried with it, it was almost an unassailable situation and that was that. It was tough to shoot at FAMU politically, it was tough to shoot at FSU too, and even tougher to shoot at them together. That made it tougher to kill.

My staff told me not to do it, that they would eat me alive. Sometimes you have to make people do what you know is right. If I'm going to fight for it and make it work, then it's going to be the way I think is best, at least structurally, or I'm not going to do it. I believed in it; I believe in it to this day and I'm proud of it.

In most of the tough situations, Ausley and I served as catalysts, forcing them to make decisions. We had a bigger view than they were taking, for example on the building site. We, the catalysts, said "Put it there [Innovation Park]." That's the best thing that could have happened; we looked at the good of the state and region, not just the two universities. I feel very strongly that it was the best location it could have been put under the circumstances.

The biggest headache was not politics but the two institutions themselves. Gus [Turnbull] told me it would be difficult, but that doesn't mean it can't be done. If you have the will to do it, if you want to do it enough to get it done, then you will.

It's a significant program that is meeting the objectives we set for it. It's getting the results we predicted that it could and should get. Everything is in place for that program. (Conversation with H. Morgan, October 16, 1989)

Known in several circles as "Herb Morgan's turkey," the FAMU/FSU College of Engineering was undoubtedly built on his power base in the state. He made it known to the Board of Regents, the Chancellor, and staff that the price of getting the five-year engineering enhancement plan funded was an engineering school in Tallahassee. Although he had initially visualized a single FSU College of Engineering, Herb Morgan, when faced with political realities and the state's desegregation plan, put his position, political savvy, and powerful personality behind the concept of a joint college. The result speaks for itself.

**Bernard F. Sliger, President  
Florida State University,  
1977 - Present**

A college of engineering had been a vision and goal for Bernie Sliger since he was named the tenth president of FSU on February 7, 1977. He believed that one of the attributes of a top-notch university was missing for FSU in 1977, namely an engineering college. The early 80's brought two more reasons for President Sliger to deepen his commitment to establishing an engineering college: FSU student test scores and grade point averages were comparatively low and the state was feeling a need for more engineers. It appeared to him that the time was right to push for the FSU engineering college; it was an opportunity to respond to the state manpower concerns in engineering and, since engineering students as a rule have higher academic scores, to improve the caliber of the FSU student body. Without his continued support and determination the FAMU/FSU College of Engineering would never have been established and would not be in existence today.

Born on September 30, 1924, in Trout Creek, Michigan, he attended Michigan State University, where he received all three degrees - B.A., M.A., and Ph.D. - in economics. Dr. Sliger joined the administration of FSU in May, 1972, as executive vice president, leaving his position as executive director of the Louisiana Coordinating Council for Higher Education. His background as an educator included 20 years as a faculty member and administrator at Louisiana State University, during which time he served LSU as head of the economics department, member and chair of the graduate council, dean of academic affairs, and vice chancellor.

Duby Ausley, who served on the selection committee for the tenth president of FSU, described the period of time preceding Dr. Sliger's presidency as a time of turmoil for the university. As the search process continued, Bernie Sliger "emerged as the candidate who would give peace and leadership" to a university in dire need of both. (Conversation with D. Ausley, March 22, 1990).

His style has been described as homey, laid-back, and non-presidential, but whatever his style may be, he is unarguably one of the most popular presidents in recent history. Fred Kreimer, twice Faculty Senate president during Dr. Sliger's tenure, has stated that "Bernie is popular: he's built up the morale of the faculty. He has given them a sense of involvement. He likes and is interested in people." (*Florida State magazine*, Spring, 1985)

One reason for his popularity with the faculty, according to Dr. Lannutti, is that he is "conscious of the faculty. He's willing to talk, listen, and argue with the faculty." Dr. Lannutti has no doubt about President Sliger's impact on the formation of the college: "The only reason we kept up was that Sliger was behind it. I got support from him in everything I did - PEPC, the Board, everything." "I cannot say often enough that Sliger being behind this was crucial." (Conversations with J. Lannutti, September 15 and 19, 1989)

President Sliger creates a relaxed atmosphere of informality around those with whom he comes into contact. He can and does work with a tremendously wide range of personalities, each with seemingly equal ease. As informal and unpretentious as he is, however, he is also a very astute leader, keenly aware of the people with whom he is involved. He knows when to use his own influence and when to use others'. He works well with those he needs to work with, circumvents those he doesn't, and unfailingly knows the difference.

**Walter L. Smith, President  
Florida A&M University,  
1977 - 1985**

Dr. Walter Smith became the seventh president of FAMU on September 1, 1977, less than 6 months after Dr. Sliger was



named president of FSU. Dr. Smith had received his B.A. degree in biology from FAMU in 1962, and had been active in the civil rights movement during his time as an undergraduate. He left Florida to pursue his career, only to return to Tallahassee in 1973 to begin his doctoral work in higher education at FSU. He finished his Ph.D. in 1974, worked briefly at Hillsborough Community College in Tampa, and then was appointed president of Roxbury Community College in Massachusetts, where he remained until returning once again to Tallahassee, this time as president of FAMU.

From the day he took office until the day he left, President Smith was never far away from the topic of merger or take-over. In his inaugural address he focused on the unique mission he believed was FAMU's:

*"We were always able to sit down and talk about the nitty-gritty details"*

When I assumed the Presidency of FAMU in September, I had no plans to preside over the demise of this great institution. One distinction I do not need is that of being the last president in the history of Florida A&M.

Ladies and gentlemen, I am deeply disturbed about what is happening to black students all over the country. I fear that the extinction of the black intelligentsia is a grim possibility unless we take action now to guide, direct, and nurture the educational and career aspirations of our young people.

Before the joint engineering program was even suggested, President Smith would define a new role and mission for the institution he was leading. Once again, his belief in the unique nature of FAMU and the necessity to preserve that nature were evident when he emphasized that the university maintain "strong commitments to its historical mission as a land-grant institution and of serving the needs of black citizens." (FAMU Mission Statement, 1977)

In an age when people aspire to colorblindness, it is tempting to think that the fact that one of the participating institutions was historically and predominantly black did not matter. Nothing could be farther from the truth. It mattered a great deal, especially to the black individuals involved. Dr. Smith recalls the early formative years of the college:

Florida was in the throes of desegregation. There were those who thought FAMU had everything we needed. Putting a high cost engineering program at FAMU was not what the legislature wanted. There were also those who had the opinion that what couldn't fly at FSU [in the early 70's] wouldn't fly at FAMU. (Conversation with W. Smith, November 15, 1989)

Lee Nyland, who served as Acting Vice President for Academic Affairs during a portion of Dr. Smith's tenure as president, echoed the importance of the racial differences. "You can't downplay the fact that this was a black school and that there was concern that people would be sensitive toward the black situation." (Conversation with L. Nyland, October 5, 1989)

The one issue that Dr. Smith remembers most strongly, and is remembered for most strongly, was the site for the engineering building. "My feeling, then and now, was that any site other than neutral would be detrimental to FAMU." (Conversation with W. Smith, November 15, 1989)

The neutral site agreed upon was the Elberta Crate site, as close as possible to half way between the campuses and identified with neither. There were those, however, who were convinced that Innovation Park was incomparably the better site for a school of engineering. That group of individuals included Herb Morgan, Duby Ausley, Elvin Dantin, and Bernie Sliger, so Walter Smith "knew early on I was fighting a losing battle." He was pragmatic enough to know that Innovation Park would be chosen as the building site, and idealistic enough to believe that he should fight a decision he believed to be the wrong decision for FAMU.

That issue, like many others, required the willingness and determination to work together toward a common goal. In remembering those early, sometimes tumultuous, days of the College, President Smith remarked: "I could not have done this with anyone but Bernie Sliger. Bernie was always sensible, even when I was radical. We were always able to sit down and talk about the nitty-gritty details." (Conversation with W. Smith, November 15, 1989)

The success of the College depended upon those individuals - Walter Smith, Bernie Sliger, Herb Morgan, and Duby Ausley - who were in key positions of influence and power. Without their dedication and determination, the FAMU/FSU College of Engineering would never have become a reality.

## **THE EARLY YEARS - 1981**

With an eye toward the next legislative session in January and knowing that Governor Bob Graham wanted the budget on statewide engineering settled by December, those involved with the joint venture knew that they must proceed with as much speed as possible. Chancellor Newell requested that President Sliger of FSU and President Smith of FAMU appoint individuals to work with Dr. Hogan, the SUS engineering consultant, and Dr. Roy McTarnaghan, SUS Vice Chancellor for Academic Affairs, to accomplish the legislative mandate regarding an as-yet-undefined engineering program in Tallahassee.

It fell upon Professor Joe Lannutti of FSU and Professor Charles Kidd, then Dean of Science and Technology at FAMU, to proceed with the actual program planning, with help from separate committees on both campuses.

### **Initial Program Outline**

After meeting during the summer of 1981, they sent a broad outline of their plans for a joint program to Dr. McTarnaghan. They had decided that:

- Florida State should proceed to implement the engineering program described in their planning request of April 1981 (with refinements to be provided). The implementation should be guided and assisted by a committee of external consultants selected from a list provided by Dr. Hogan but supplemented by FSU.
- FAMU should expand their Division of Engineering and Technology into a School of Engineering and Advanced Technology within the College of Science and Technology, offering B.S. degrees in civil engineering, mechanical engineering, and electronics as well as engineering technology. In addition, FAMU would offer professional degrees at the M.S. level through an institute attached to the College. FAMU would submit a supplement to the FSU planning request giving details of these programs. FAMU's implementation of their programs would be guided and assisted by a committee of external consultants selected from a list provided by Dr. Hogan but supplemented by FAMU.
- FAMU and FSU should prepare a document of understanding concerning a program of collaboration and conditions for easy transfer of engineering students between the two universities. A Program Coordinating Council would be appointed to work with and assist the Dean of the College of Science and Technology at FAMU and the Dean of the College of Engineering at FSU in accomplishing this collaboration.
- FAMU and FSU should seek cooperative programs of research.

Drs. Lannutti and Kidd then began working with Dr. Hogan to establish an acceptable list of consultants who would be asked to serve as advisors.

In his September 15, 1981, address to the faculty, President Sliger announced that the 1981 legislature had funded a "program of engineering in Tallahassee." He also announced that "the campus engineering development committee is working out the details of the Tallahassee engineering collaboration with FAMU and the BOR staff. This academic year, with the assistance of an outside team of consultants, we will pursue startup funds from the legislature so that we can begin building an engineering faculty."

In that same address President Sliger announced that the first tenant had signed a lease in the nearby Innovation Park research park, and that the "park authority, with representatives from the city, county, and the two universities, is now actively seeking additional tenants for the park." Although the Park was not tied to the Tallahassee engineering program at the time, it would play a part in the future of the joint college.

### **FAMU Engineering Proposal**

In October, FAMU submitted a formal proposal to the Chancellor's Office requesting authorization to implement a B.S./M.S. program in engineering in January of 1982. It was proposed to change the name of the School of Science and Technology to the School of Engineering and Technology, and to offer degrees in the following fields.

Civil Engineering  
Mechanical Engineering  
Electronic Engineering  
Surveying  
Environmental Health Engineering  
Production Management  
Manufacturing Engineering  
Computer Systems Engineering

In addition to the current degree programs in engineering technology. The estimated cost of the program, through second year of implementation, was \$5.64 million.

#### **The Chancellor's Office responded:**

We will share this proposal with Dr. Joseph Hogan, the consultant engaged by the Chancellor to assist in the development of "an engineering program utilizing the FSU science and technical disciplines and the FAMU engineering technology program", as mandated in the 1981 Appropriations Act. While any decision regarding the appropriateness of your plans should await the conclusion of these consultations, I think it prudent to question the likelihood of your implementing these programs in January 1982. In my judgement the earliest possible time for the Board of Regents to review Dr. Hogan's report would be January 1982, with decisions on actions to be taken coming at a later time. (October 16 letter from R. McTarnaghan to C. Kidd)

After receiving the FAMU planning document, Dr. Hogan wrote President Sliger and President Smith listing eight concerns/questions he had about the Tallahassee engineering program. It was not clear to him whether the proposal was for two separate stand-alone colleges of engineering or one college with a cooperative effort on the part of the two institutions. The administration and budgetary procedure of a joint effort was also unclear. He indicated that there was a lack of definition concerning the interactions between the two institutions and suggested that the universities address these concerns as soon as possible.

## **"Principles for Collaboration"**

Drs. Kidd and Lannutti were continuing to work on the details of collaboration and by the last of October had produced a document, "FAMU/FSU Agreement on Principles for Collaboration on an Engineering Program." The document stated that each university would establish "strong engineering programs essentially in accordance with their 1981 Planning Requests," and that a Engineering Program Coordinating Council would "be formed consisting primarily of the deans of the engineering programs at FSU and FAMU but supplemented with four other faculty members, two from each institution appointed by the respective presidents of FAMU and FSU."

The responsibilities of the Engineering Program Coordinating Council (EPCC) included:

To study and compare the FAMU and FSU freshman and sophomore pre-engineering courses in detail and compel uniformity at the highest possible level of quality.

To monitor the development of engineering degree programs at both institutions and seek to minimize duplications and maximize total capacity

To prepare diagnostic examinations to be taken by all students seeking entrance to the upper division engineering programs at either university

To establish computer-based remedial review programs for freshmen with difficulties in mathematics and for juniors unable to pass the diagnostic entrance examination.

To seek continually to enhance the quality and capability of the FAMU/FSU engineering program at all degree levels

In order to advise FSU and FAMU as to which engineering programs should be established and to help the staff prepare a budget for the first year, the Chancellor's Office, through Dr. Hogan, organized a team of external consultants and scheduled them to visit the two campuses on November 16 and 17, 1981. The team was composed of seven members and was chaired by W. Edward Lear, then Executive Director of ASEE, American Society for Engineering Education. The charge given to the team was



to recommend to the two universities and to the Board a plan for institution of engineering programs which will draw on the complementary strengths of FSU and FAMU and to provide cost estimates for the initiation of such programs.

The findings and recommendations of the team included:

The two universities propose the initiation of a total of fifteen engineering degree programs: seven at FSU and eight at FAMU. Duplicate programs in Civil Engineering and Mechanical Engineering are proposed, and there are other areas of potential overlap - Electrical Engineering and Computer Science at FSU, Electrical Engineering and Computer Systems Engineering at FAMU; Production Management and Manufacturing Engineering at FAMU and Industrial Engineering and Public Policy at FSU. Other programs proposed at FSU are Chemical Engineering, Bioengineering, and Oceanographic and Geophysical Engineering. At FAMU Surveying and Environmental Health Engineering are proposed.

The planning documents from both universities are well-prepared and reasonably comprehensive. There is however a minimum of reference to the interrelationships between the proposed colleges of engineering. As a result, Dr. Joseph C. Hogan, consultant to the State University System, wrote to each of the presidents asking for clarification of a number of points related to potential interaction between the two programs. The present consulting team was provided with a document which had been prepared jointly by FSU and FAMU in response to the concerns raised in Dr. Hogan's letter. The principle feature of the proposed cooperation between the institutions is the appointment of a joint engineering program committee which would have the responsibility for insuring that the programs are cooperative and complementary and that undue duplication is avoided.

After careful study of the proposals and other data and of the capabilities of the two universities, the consulting team is unanimous in recommending an initial program that is less ambitious than that proposed by either institution. It is however, in the judgement of the team, one which will allow the development of a strong base in the disciplines in which graduates are most in demand and one from which expansion to other disciplines can proceed if such is deemed to be appropriate in the future.

### **Separate Programs Recommended**

It is recommended that following a year devoted to faculty and staff acquisition and to program development the programs listed below be initiated at the B.S. and M.S. levels:

#### **FAMU**

Electrical Engineering\*  
Civil Engineering

#### **FSU**

Mechanical Engineering  
Chemical Engineering  
Electrical and  
Computer Engineering

It is further recommended that after accreditation is attained for the two initial programs at FAMU an Industrial Engineering program be initiated following the same pattern of one year devoted to program development and

faculty acquisition. It is also recommended that planning authority be granted to FSU for development of Ph.D. programs in the three engineering disciplines.

To insure that the engineering programs at FAMU and FSU are truly cooperative and complementary, a common lower division core for all disciplines is recommended with complete freedom of access by students from each institution to courses and credits from either. (Nov. 30 Report from W. Lear to B. Sliger)

\* The oral exit interview indicated "electronic" engineering for FAMU

In addition, the consultants gave suggested build-up rates and estimated costs for each of the recommended programs. They emphasized that, because of high national demand for engineering faculty and the cost of required teaching laboratory equipment, the cost would be high. It was "the recommendation of the visiting team that unless the State is prepared to commit fully not only the considerable initial cost of these programs but also the very substantial continuing costs, they should not be started."

In response to the Governor's request for some preliminary budget implications by the end of the year, Dr. Hogan submitted a report to Chancellor Newell on December 4, 1981, that listed costs to update the existing programs at UF, USF, UCF and FAU (including buildings), to convert the FIU program from technology to engineering (buildings plus 5-yr cumulative costs), and to establish three new programs at FSU and three at FAMU (buildings plus 5-yr cumulative costs). He estimated:

UF	\$25.5M
USF	\$14.3M
UCF	\$15.0M
FAU	\$ 2.1M
FIU	\$18.6M
FAMU	\$21.1M
FSU	\$31.0M

The FSU faculty who had been working on the program proposals were somewhat disappointed that the consultants did not recommend support for the complete proposed program and in the slow phase-in recommendation. The FAMU faculty were more than somewhat disappointed in the consultants' recommendation and expressed their concerns in a letter to Dr. Hogan.

In light of all the constraints and guidelines established and promised to OCR [Office of Civil Rights] for providing Florida A&M University with programs that would attract more non-black students, we find it very difficult to believe that such a biased recommendation for distribution of curriculums will be accepted for implementation by you or the BOR. The resulting negative impact on the survival of engineering or engineering technology at FAMU would be unbelievable. Many of our students presently enrolled in engineering technology, are already speaking of transferring to an electrical engineering program rather than going for an electronic engineering degree. We regret

further, that none of our faculty served on the campus committee, nor were involved in preparation of the proposal presented. However, being active in engineering education, we feel it is our duty and responsibility (engineering ethics) to speak out on issues where unfairness seems to prevail. Programs suggested for FAMU to develop are either decreasing in enrollment or characterized by low enrollment. While those proposed for FSU are increasing in enrollment and/or already characterized by high enrollment which indicates the popularity and demand for graduates of such programs.

In order to assure FAMU of high demand programs so that it would most definitely attract more non-black students, and provide a strong foundation in engineering education: Electrical, Civil and Mechanical must be housed at FAMU. Since FSU has such a strong science program, it appears that it's most logical engineering program would be Engineering Science. (December 7 letter from V. Taylor, J. McCloud, B. Cheng, and Y. Tam to J. Hogan)

It had been 6 months since the initial appropriation of funds for a Tallahassee engineering effort. There had been a great deal of work done by a great many people, yet it was unclear as to exactly what that effort would be. The governor was looking at budget figures, the legislature would soon be meeting - 1982 promised to be an interesting year.

## THE EARLY YEARS - 1982

The Board of Regents was scheduled to meet on the FAMU campus on January 15, 1982. One item on the agenda was "Consideration of Budget and Programmatic Recommendations on Engineering Programs in Florida." In preparation for the meeting, Drs. Kidd and Lannutti had forwarded to Duby Ausley, at his request, a document entitled "The FAMU/FSU Joint Engineering Program," which was a re-titled version of the Principles of Collaboration they had developed the previous fall. The document stated, once again, that "FAMU and FSU will establish strong engineering units on their respective campuses essentially in accordance with their 1981 Planning Requests to the Board but guided by the advice of the BOR's FAMU/FSU Consultant Committee."

### The Hogan Report

On January 14, Dr. Hogan provided to the BOR Planning Committee an executive summary of his engineering study, the purpose of which was "to provide an evaluation of the present status of engineering education in the State of Florida, to comment on the future plans of the various institutions and finally to make recommendations that will provide guidance to the state during the decade ahead." His recommendation with regard to the initiation of a new engineering program in Tallahassee was:

I recommend that any decision to proceed on new programs at FAMU and FSU be delayed until the Board of Regents can do a thorough survey to determine if there are great numbers of interested qualified students who are refused admission to engineering. In addition the BOR should develop a retention study to determine how many of the students who begin in Engineering actually complete the curriculum and receive a BS degree. This study would focus on what student characteristics are associated with successful completion. The BOR should also attempt to determine if improved student recruitment methods or remediation programs at the lower division could substantially enlarge the number of qualified students for engineering. With this type of information, the BOR will be better able to estimate the need for new programs. Should the survey indicate a great unmet student demand for engineering, the BOR would still have to compare the costs of beginning new engineering schools to expanding the capacity of the schools already in existence.

Given the cyclical nature of the demand for engineers, it is important that Florida consider the question of capacity very carefully. If a downturn in the economy were to produce conditions requiring fewer engineers, Florida might find itself in a situation with a large number of under-enrolled engineering programs.

Finally, if the Board of Regents decided to develop an Engineering School in Tallahassee, then it is essential to determine the feasibility of developing two separate schools. I cannot see how a decision to establish two schools a mile apart could be a wise use of Florida's resources.

The Program Committee took no action on the executive summary, but recommended the following course of action to the full Board the next day:

- The Board staff should prepare a budget request for
  1. A 5-year program/equipment funding plan for the four existing engineering colleges
  2. A continuing education program to meet the needs of Florida industry
  3. Conversion of the FIU program
- The Board should conduct an engineering needs assessment which would provide necessary information to the BOR and legislature for the proposed establishment of a single engineering program to be shared by FSU and FAMU.

Regent Terrell Sessums amended the recommendation "to state that the Board should approve a single program for FSU and FAMU along the lines suggested by the consultants, and that the Board direct the presidents of both universities to work cooperatively to develop such a joint program....Chancellor Newell inquired whether Mr. Sessums meant that the universities should develop a single school. Mr. Sessums stated that there was not a need for two separate engineering schools in Tallahassee; and that both FSU and FAMU should work cooperatively to develop a single school to benefit both universities." (BOR Minutes, Jan. 15, 1982)

The Board approved the recommendation as amended, and a true joint college was, or was to become, a reality.

By the next Board meeting it would be necessary to have a completed plan for the joint college to go along with the five-year budget request being prepared by the Board staff. Drs. Kidd and Lannutti worked with the Vice Presidents for Academic Affairs, Gus Turnbull at FSU and Gertrude Simmons at FAMU, and Presidents Sliger and Smith in order to produce an acceptable format for the joint college. As a result of their deliberations, a set of "Proposed Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in Tallahassee" was signed by President Sliger, President Smith and Chancellor Newell on February 11, 1982, and would be on the Board agenda for approval on February 13, 1982. The first-year estimated cost of the program was \$1,369,133, including a \$869,133 base budget and equipment funds of \$500,000.



## **1982 "Proposed Guidelines and Agreements"**

### **Background**

At the January 15, 1982 meeting of the Board of Regents, a resolution was adopted which provided, in part, for "approval of a new single program for FAMU and FSU along the model approved by the consultants with specific directions to the Presidents of FAMU and FSU to work together in a cooperative fashion to develop such a program".

In response we propose herein the results of a cooperative effort by FAMU and FSU to develop a single engineering program in Tallahassee.

### **"Single Program" Clarification**

Regent Sessums was asked by the Chancellor to clarify what he meant by a "single program". He replied that he did not want two separate engineering schools and wished to use the model of a single institution similar to that suggested by Dr. Joseph Hogan, the BOR Engineering Consultant. Further, Regent Staton made it clear that it was necessary to have a "joint program" in order for the BOR to comply with its agreements with the Office of Civil Rights.

## **FAMU/FSU Institute for Engineering**

### **Administration**

The engineering school in Tallahassee, which we propose to name the FAMU/FSU Institute for Engineering, will have one Dean in charge of the Institute who will report directly to the Academic Vice Presidents of FSU and FAMU. This Dean will be appointed by both Presidents based upon the recommendations of a Joint Selection Committee of faculty members appointed by both Presidents and made up of an equal number of faculty members from each university.

Admission and academic standards and operating policies will be established by a Joint FAMU/FSU Advisory Board.

The Institute will use the business and other support services of FAMU and FSU. It will not develop an autonomous administrative structure which is not responsible to two universities.

### **Facility Planning**

Build or lease at a single location agreeable to both institutions the required engineering laboratory space for temporary space needs of the FAMU/FSU joint program. Funds for equipment will also be necessary to outfit the labs in this leased space.

Planning money should be authorized in order to plan the engineering physical facilities in a single location to house the programs recommended by the consultants as described below. With the completion of this plan, it will be possible to indicate the construction costs as well as the additional lab and instructional equipment necessary for the new facilities.

**Admissions**

Admission standards will be established by the Joint FAMU/FSU Advisory Board. Students may enter the Institute after completion of a lower division pre-engineering program. Admission may also occur at the graduate level.

**Degree Programs****Curriculum**

The team of seven BOR engineering consultants which reviewed the programs at FAMU and FSU on November 15-17, 1981 recommended that the following programs be developed:

Electrical and Computer Engineering  
 Mechanical Engineering  
 Civil Engineering  
 Chemical Engineering  
 Industrial Engineering

It is assumed here that the FAMU/FSU joint program will establish these programs initially. The Institute faculty will recommend the curriculum for pre-engineering and engineering to the university presidents for appropriate action.

Students will be allowed to pursue their general education courses at either FSU or FAMU in accordance with cooperative procedures already in place. The Dean, working with an Advisory Board and the Academic Vice Presidents, will specify which courses at each campus will satisfy the Institute requirements. In the pre-engineering curriculum there shall be a single core of courses to be offered at FAMU, FSU or the Institute.

Engineering courses will be taught by the faculty members of the Institute.

**Proposed Timetable**

Time is extremely short for recruiting faculty, but the Institute will attempt to recruit faculty on the following schedule:

<u>For Academic Year</u>	<u>Faculty</u>	<u>Major Efforts</u>
1982-83	4 EE 3 CE 2 ME 2 ChE	Begin courses in EE & CE Plan ME & ChE
1983-84	4 EE 2 ME 2 ChE 2 IE	Expand EE & CE Begin courses in ME & ChE Plan IE
1984-85	4 EE 2 ME 2 ChE 2 IE 1 CE	Expand existing programs Begin courses in IE

This schedule will be expedited if it proves possible. Obviously, the Dean will also have to be chosen as soon as possible to assist in the recruitment and development effort.

### Faculty

The faculty members will be recruited and selected by a Joint Selection Committee made up of faculty members from FAMU and FSU. Eventually, when the Institute is underway, the faculty and Dean at the Institute will recruit their own faculty members who could be appointed at FAMU or FSU through a mutually agreeable process. A majority of the faculty appointments will be Institute faculty on joint appointments.

### Degree

Upon successful completion of an engineering degree program at the Institute, a student will receive a degree from FAMU or FSU, with identification of the Institute on the diploma.

### General Comments

These general guidelines outline a method for achieving a single engineering school that will be developed and operated by FAMU and FSU. There are undoubtedly a great number of detailed issues which will need resolution in order to achieve the goal of a "joint program". However, all of these issues should be resolvable within the powers of the Board of Regents. When a program plan for implementation is submitted to the Board of Regents it will include details on student registration, class scheduling and faculty appointments. Once FSU and FAMU begin the detailed development of this school, we should be able to identify the difficulties fairly quickly and will seek a resolution with the Board of Regents or the Legislature, if necessary.

### 1982 Funding

The balance of the \$75,000 appropriated, that is now available after paying the consultants' expenses, will be used equally by FSU and FAMU to continue the development of this single engineering program.

## **Board of Regents' Controversial Approval**

The next Board meeting was held in Tampa on February 13, 1982, and at the top of the agenda were the "Budget and Programmatic Recommendations on Engineering Programs in Florida." The staff had recommended a 1982 budget request of over \$12 million to begin a 5-year engineering enhancement program; this included \$1.4 million for the FAMU/FSU Institute.

The approval process was not without controversy. First, both the Hogan Report and the Creech Task Force Report indicated that priorities should lie with existing programs, something with which presidents and regents representing affected universities were in sympathy. Secondly, several FAMU students opposed the proposal at the meeting, as they had done in the past in Tallahassee.

## Student Opposition

Roger Hill, a student at FAMU, explained to the Board that he had lobbied and had done extensive research on this issue, and that this program should be placed on the FAMU campus since FAMU is the only school which currently has an engineering technology program in Tallahassee. He noted that the plan was flawed. He said that part of the commitment made to the Office of Civil Rights was to help the University System move away from segregation; this commitment would be helped by the white students attending high demand programs, such as an engineering program on the FAMU campus. He contended that there is a better way to deal with this issue. He asked if the Board feels that the institute would better enhance FAMU than a single school at FAMU.

Rick Cooper, a member of the student chapter at FAMU of the Florida Engineering Society, said the students at FAMU felt that the recommendation for an institute is an attempt to dismantle FAMU.

The Chairman [D. Ausley] responded that this plan would enhance rather than injure any program, and subsequent discussion before the Board would provide further details. The Chairman also recognized Dennis Barton, the Executive Director of the Florida Engineering Society. He reported that his organization represents 3,500 members and that its findings were essentially identical to the findings of the engineering consultant, Dr. Hogan.

The Chairman called for a vote on approval of the plan, ... and stated that the issue before the Board was to approve the joint program as presented in the agenda.

## Regent Opposition

Mrs. Staton said that she wished to speak against the motion. She said she was committed to Florida A&M University and its enhancement. She wanted to remind the Board of various steps taken earlier, none of which lead to the approval of this recommendation. She noted that the Task Force on Engineering had indicated that the development of new engineering programs was the lowest priority. She said that the engineering consultant had said there was an inadequate number of students seeking engineering education; she noted the lack of faculty. She also stated that Dr. Hogan had identified \$50,000,000 as necessary for the Tallahassee program. She felt that this was ill-advised action for the Board to take, particularly in light of the revenue shortfall reported by the Revenue Estimating Conference two days earlier. The Chairman [D. Ausley] responded that his Board had already voted on the question of whether there should be a program; that only the details were before the Board to be approved.

Mr. Gibson stated that the Board would not back away from making a decision, but that the Board should also not sacrifice existing programs. He said he did not quite understand the breadth of the programs, but that the current recommendation appears to be a risk to existing programs. He said that members of the Board had only had the opportunity to review the recommendations for a short period; he was not sure that Board members could intelligently vote on the question. The Chairman reminded the Board members that it was only the specifics of the plan which were before them for approval.

Mrs. Staton said that like Regent Gibson she was concerned over the long-range costs for the engineering recommendations for the next five years. She said she remembered that Dr. Hogan had stated that to initiate a program in Tallahassee would cost approximately \$4,848,300 and that the total recommendation for the next five years would cost in the neighborhood of \$47,270,000. She said that this was a decision which had long-range implications and she expressed concern with the long-range costs of these recommendations. Following this discussion, the Chairman called for a vote on the motion. The Board voted to approve the proposed joint program for FSU and FAMU. (BOR Minutes, February 13, 1982)

The approval process did not go unnoticed in the press, however. Various editorials appeared in, predictably, central and south Florida newspapers, criticizing the BOR for playing political games with the legislature, much to the detriment of the citizens of Florida. The turmoil died down fairly fast, but would rise again. It was, after all, a 5-year plan and this was only the first year of appropriation.

In late February of 1982 the House Appropriations Committee, under the leadership of Rep. Herb Morgan, approved the funding request as submitted by the BOR, and it now was on its way to the Senate Appropriations Committee. Chancellor Newell responded: "I am grateful that the House of Representatives has endorsed the Engineering Enhancement Program recommended by the Board of Regents. They have provided \$12.6 million to enlarge and expand our current engineering programs and to develop a joint program at Florida A&M University and Florida State University." The probability of success, at least for the first year, looked high but there was a tremendous amount of work to be done - classes were due to start in the fall.

## **Administrative Organization**

A progress meeting was held on March 24, 1982, and was attended by Chancellor Newell, Vice Chancellor McTarnaghan, Presidents Smith and Sliger, and Drs. Lannutti and Kidd.

An administrative chart was developed showing the reporting procedures for the dean through the two Vice Presidents and Presidents, and considerable discussion ensued over what appeared to be setting up separate administrative structures at each institution. The Chancellor requested that the two Presidents reconsider this administrative organization and report back within the next few weeks. It was made very clear that this is to be a single organization, reporting on behalf of the two institutions and in no way would a structure develop to establish two separate programs with one associate dean who is only an FSU dean and one who is only a FAMU dean. (March 31 Memo for Files, R. McTarnaghan)

In addition, four committees were established:



- Joint Dean Search Committee with four members from each institution.
- Joint Faculty Screening Committee with five members from each institution and six identified tasks - (1) recommend research specialty areas, (2) seek faculty members, (3) review the application letters already received and recommend responses to each, (4) recommend which candidates to invite for interviews, (5) attend seminars and functions during candidates' visits, (6) recommend which faculty members to employ
- Engineering Program Coordinating Council with nine members from each university and eight tasks - (1) establish the pre-engineering curriculum at the freshman and sophomore level, (2) set common admissions criteria, (3) prepare the diagnostic examinations to be taken by the students, (4) establish a computer-based remedial review program, (5) monitor the development of the engineering programs at both institutions to minimize duplication, (6) seek to enhance the quality and capability of the programs, (7) review cooperative programs and prerequisites, (8) establish cooperative engineering research programs utilizing the expertise of both institutions.
- External Board of Advisors, a group of distinguished engineering educators and scientists in the nation who could be supportive of the program.

It was further decided that Drs. Kidd and Lannutti would be joint program coordinators and that they would review possible sites for upper-division laboratory space prior to instruction at that level occurring; the first curriculum approval would be sought from the Board in May. Dr. McTarnaghan remarked: " .. it appears that the two institutions are moving along on a smooth track and are proceeding to organize the curriculum with their advisory committees in a productive fashion." (March 31 Memo)

## 1982 Appropriation

On April 7, 1982, the Florida Legislature gave final approval for the appropriation of over \$12.5 million to "SUS institutions to enhance engineering programs, to increase the production of engineers, and to provide practicing engineers the opportunity to pursue a graduate education. Funds are provided for the joint FAMU-FSU Engineering Institute to implement course offerings to the extent judged feasible by the universities." (Appropriation 393B)

Less than a week later Chancellor Newell forwarded to Representative Morgan a proposed three-year implementation schedule for the FAMU/FSU engineering program, indicating that curricula at the B.S. level in electrical, civil, mechanical, and chemical engineering should be approved by the end of the year. Very soon thereafter Dr. Lannutti was appointed Associate Vice President for Academic Affairs (Engineering Development) with the responsibility for coordinating the development of engineering at FSU and for liaison with FAMU and external constituencies.

Dr. Hogan's final report, "Engineering Excellence for the Decade Ahead," was submitted to the Chancellor and reiterated what he had presented to the Board earlier as an executive summary. His recommended needs-assessment study was not now within the realm of possibility - the ball was rolling.

As a reflection of the fact that the ball was indeed rolling, President Sliger expressed his thanks to the Engineering Planning Committee at FSU and released them from their assignment. The Institute had an administrative blueprint, an operational timeline, and money to work with; it was past the planning stage.

### **Co-Directors Kidd and Lannutti**

The nitty-gritty details involved in the creation of the Institute began to multiply almost daily, and it fell upon Drs. Lannutti and Kidd to manage these multiplying details. Four immediate concerns facing the directors included faculty, curricula, physical facilities, and budget. Approval was given at the May 7 Board meeting to "commence their hiring procedures upon consultation with Chancellor Newell," and at the June 11 meeting the electrical and civil engineering curricula were approved for implementation under the joint responsibility of FAMU and FSU. Contained within the proposal for implementation were the mission statements of the two institutions. Although mission statements by their very nature are somewhat vague, one can glean a sense of the differences between the two universities from such statements.

Florida A&M University (FAMU) is a residential, multi-purpose university whose principal role is to provide professional education for career-oriented students whose aim is for entry level professional positions in business, industry, and the professions. FAMU is determined to assume a broader role of providing higher education opportunities for all persons qualified to enter the university, while maintaining its heritage of enhancing higher educational opportunities for black citizens of the state of Florida.

The Florida State University (FSU) is a comprehensive, graduate-research institution with state-wide responsibilities offering diverse undergraduate, graduate, advanced graduate and professional studies, and, generally, undergraduate preparation for advanced study.

So the two institutions with noticeably different missions, one predominantly white and the other predominantly black, one approximately four times the size of the other, embarked upon a venture that neither had envisioned or had particularly wanted. Knowing that separate engineering programs would never have been approved, they accepted the premise that "half a loaf ...." and set out to create an entity that would satisfy all parties involved. Quite a task.

## Location

The original agreement of February, 1982, indicated that the Institute would be housed in a single location agreeable to both institutions. It was necessary to determine the location of classes/labs/offices for the upcoming year (1982-83), the following year, and on a permanent basis. At the request of the Chancellor, the directors had investigated the area between the campuses in March in order to find possible leasable space, but had made no recommendation. Dr. Lannutti felt that space could be found on the campuses for the 1982-83 year and that the Innovation Park development would be a strong possibility for a short or long term lease.

Dr. Lannutti had contacted the Innovation Park Development Authority in 1981, when a single FSU engineering program was being developed. It had been proposed that the Authority build and then FSU lease buildings at the Park until a permanent engineering facility could be built. The proposal had not been pursued because of the change in program planning, but Dr. Lannutti was still promoting the idea. President Smith and Dr. Kidd, however, were not at all in favor of that possibility. They felt that the inconvenience for students and faculty was not worth the benefits gained and that there was sufficient space on the FAMU campus for the short-term. It was also evident that a major problem with the Park as far as the FAMU representatives were concerned was that it was perceived as "FSU property" and that the faculty, students and alumni of FAMU would see that location as a FSU take-over. The problem of location would disappear for awhile, since expediency would dictate that students and faculty would be housed wherever possible on separate campuses for the beginning years. It would become a major source of contention, however, when the site for the new engineering building was to be decided upon in the future.

There would be a continuing struggle over just how autonomous the Institute, and later College, should be. Representative of that struggle were questions concerning how budget and faculty appointments would be handled.

## Budget

It had been decided early on that as far as the budget was concerned, FAMU would act as fiscal agent in 1982-83 and FSU in 1983-84. It had not been decided exactly how to accomplish that, or what the long-term arrangement would be. As it turned out, there was some misunderstanding between the Chancellor's Office and the directors, as expressed in Dr. McTarnaghan's July 30 memo to Drs. Lannutti and Kidd.

While FAMU is the fiscal agent in 1982-83 and FSU will be in 1983-84 under the terms of the agreement, I feel the budget should be held together in one account, not split equally in two pieces to the two universities. Both Kidd and Lannutti can act jointly to handle expenditures through the Institute until a new Dean is appointed. When

the Dean is on board he or she must have control of the budget — not have it split. Without control of the Institute budget, no talented Dean would accept this position.

The directors, on the other hand, found it more practical to divide the funds and for each to be responsible for various expenditures through their separate budget offices. The directors, budget officers and controllers of each university developed a memorandum of understanding in August of 1982 as to how expenditures would be handled. This would continue for a few years but would eventually be changed completely. The memorandum of understanding stated:

- FAMU is the fiscal agent for the Institute for the 1982-83 fiscal year. FSU will be the fiscal agent for 1983-84. The fiscal agent will continue in subsequent years to alternate between FAMU and FSU. When FAMU is the fiscal agent, FSU will be known as the sister school. When FSU is the fiscal agent, FAMU will be known as the sister school.
- The budget for the Institute will be developed by the Institute and approved by both schools and allocated by the fiscal agent.
- Each school shall be responsible for compliance with all applicable laws, rules, and regulations for their particular responsibilities concerning the Institute.
- The sister school shall pay all items from their regular State funds and submit a monthly invoice with appropriate documentation to the fiscal agent. At no time shall expenditures exceed the budgeted amount for any expenditure category.
- The fiscal agent shall cause a timely expense reimbursement to be made in payment of the invoices from the sister school.
- Equipment purchased by either school shall be appropriately tagged by the purchasing school and identified within their property record system.
- The sister school shall provide sufficient information to the fiscal agent for completion of certifications forward.
- The sister school shall provide to the fiscal agent the documentation with respect to position numbers for all employees.
- The fiscal agent shall report all activity of the Institute in their financial report. The sister school shall disclose the activity through an appropriate footnote.

## **Faculty**

The Chancellor's Office seemed to envision an Institute that was more independent than that envisioned by the two universities. Dr. McTarnaghan expressed his concerns over faculty appointment in the same July 30 memo:

Again, realizing a new Dean must have a strong role to play in these appointments, I do not believe a procedure (as I understand it) that appoints and tenures Civil Engineers at FAMU and Electrical/Computer Engineers at FSU outside the Institute structure provides for an integrated, single

Institute. To have an integrated Institute, one would need to have departments of Civil and Electrical (and others) as units within the Institute. A professor may also have a joint appointment with another academic department in either FAMU or FSU, or a joint appointment in Engineering at both institutions.

Dr. Turnbull, FSU Vice President for Academic Affairs, replied:

Since we are not creating an independent, tenth university, it is impossible to build an Institute upon the strengths of the two universities without at some point allocating personnel and financial resources to one or the other or both of the universities even though the continuing locus for these decisions is the Institute.

In order to successfully recruit, develop and promote and tenure faculty, it is critical that each individual faculty member have a primary assignment in one or the other university. Otherwise there is either no channel for evaluation or individuals must go through two separate channels; either alternative is unacceptable in the real world. It is our clear expectation that the starting point for recruitment and such evaluations will be the Institute. Tenure, for example would be in the Institute and granted through one or the other of the universities. (August 4, 1982, letter from G. Turnbull to R. McTarnaghan)

By the end of August, it had been decided that courses in civil engineering and the electronics option of electrical engineering would be taught on the FAMU campus and courses in computer science and systems options of electrical engineering (and eventually mechanical and chemical engineering) would be taught on the FSU campus, with temporary arrangements being made on each campus for labs, classrooms, and offices, etc. The dean search had begun, as had faculty searches, and there were sufficient faculty presently available to handle the five courses, three at FSU and two at FAMU, scheduled to begin on August 30, 1982 - the first day of the first semester for the FAMU/FSU Institute for Engineering.

#### **Citizens Council for Budget Research**

The semester had barely begun when publicity problems arose again. On September 10, 1982, the Citizens Council for Budget Research, a non-profit group formed to evaluate budgetary efficiency in state government, released a report stating that the joint FAMU/FSU engineering program could become a \$30 million wasteful duplication over the next 5 years. The report stated that the program wasn't needed, was duplicating existing programs, and that by siphoning funds away from those programs, it would dilute their quality; it further identified a portion of the program's budget that seemed unnecessarily inflated. The report recommended "that the Governor veto the \$1.4 million appropriation for the program, and that the Board of Regents address the issues of quality for Florida's engineering programs. Further, the Florida Legislature should refrain from funding programs which are not requested by the Board of Regents



and/or are duplicative in nature." (Citizens Council for Budget Research Report, September 10, 1982)

The governor had experienced pressure from several quarters to veto the appropriation, but thanks to the efforts of people such as Herb Morgan and Duby Ausley did not do so.

## **Facilities**

Plans were still being discussed for a permanent engineering facility. Directors Lannutti and Kidd envisioned

the future Institute not as a single building, but as a complex of about six major buildings — the result of a ten-year building program costing \$75M to \$100M. The complex of buildings is to be located somewhere between FAMU and FSU with a convenient transportation system and a system of overpass walkways and roads connecting the campuses. It must be equally convenient for students from either campus to go to class at the Institute and/or the other campus in the usual 15 minutes between class periods, without having to fight the normal public traffic. (October 15, 1982, memo from Lannutti/Kidd to Smith/Sliger)

The FAMU/FSU engineering facility appeared on the 1983 Priority List for Capital Outlay, which did not meet with universal approval. The president of the University of Florida, for example, expressed strong objections to providing money for the facility since doing so reduced the allocation to the University of Florida engineering building. The Chancellor and her staff, however, defended the need to fund the FAMU/FSU project since both the Board and the legislature were committed to it.

## **A Completed First Semester**

So 1982 ended with a sigh of relief from the supporters of the FAMU/FSU Engineering Institute. A program, although certainly not as envisioned, was in existence - funding had been approved, five classes with an average enrollment of over 20 students/class were being offered, and capital funds were going to be requested for a new engineering building. Dr. Lannutti discussed the Institute in a November 11 article in the Tallahassee newspaper:

I certainly can say it would be a lot easier if we didn't have to deal with two universities. But we've been asked to do it, so we're doing it. I'm sure there are going to be lots of little problems that are going to occur. Things go a lot more slowly.

What they've asked us to do is not a simple matter. But I think it *has* to work. It's not a matter of: Will it work?

If you say it has to work, you have to find ways to do it. It takes patience and tolerance. But we'll find a way.

And they will.

## **THE EARLY YEARS - 1983**

Indeed, the Institute was not "a simple matter." Neither FAMU nor FSU was used to having to deal with the procedures and processes in place at the other university and communication was not ideal. Exemplifying that non-ideal situation was the fact that FAMU, without prior discussion with FSU, entered into a contract with a local consulting firm, Productive Managements Systems, Inc. (PMSI), to review various aspects of the Institute, including: its role and scope, the present work program, its mission and objectives, and the current management structure. There was a great deal of dissatisfaction on both campuses with the administrative structure, including the division and coordination responsibilities of Institute staff. In a memo to Dr. Turnbull, Dr. Lannutti stated that "The lack of clarification of responsibilities and reporting relationships makes our daily operation exceedingly difficult." (February 21, 1983, memo from J. Lannutti to G. Turnbull)

### **PEPC Engineering Study**

And studies were *still* being done, the most recent by the Florida Postsecondary Education Planning Commission (PEPC). The Commission was created by executive order in 1980 and subsequently given statutory authority in 1981 to advise the Board of Education on new programs and institutional roles, among numerous other tasks. Reflecting the controversy surrounding the appropriation of funds for engineering programs during the last legislative session, the legislature, through proviso language in the 1982 General Appropriations Act, charged the Commission to "review the needs for engineering education in the State, including the recent consultant's report on engineering, and recommend to the Legislature a plan to meet these needs no later than March 1, 1983."

The Commission's study would address, among other topics, manpower needs and the development of distinctive missions of new engineering schools. Directors Kidd and Lannutti were invited to address the Commission on January 19, 1983, to discuss "graduate engineering programs, the development of distinctive missions, the role of the Institute in meeting regional and statewide needs for engineering education within the context of the existing system of public and independent institutions, and the preparation and role of engineering technologists." (January 3 letter from M. Armstrong, PEPC, to C. Kidd/J. Lannutti)

The population concentration of the state was moving southward, as was the political power, and the Commission joined with other groups to question the viability of the Tallahassee engineering program. Its study would state:

Many of the employers and engineering educators interviewed for this study voiced strong opposition to the establishment of new engineering schools as a diffusion of

resources from established schools attempting to enhance quality. Particularly strong opposition was voiced to the establishment of an engineering school in Tallahassee, far removed from the centers of high technology industry in Florida.

The development of new engineering schools, particularly far removed from major concentrations of population and engineering industry, should be a low priority as it represents a diversion of scarce resources from more pressing and well documented needs.

The Commission remains unconvinced that establishment of the FAMU/FSU Institute for Engineering responds to a demonstrated need or unmet student demand. Nor does establishment of the Institute address well demonstrated needs of providing continuing engineering education statewide and enhancing the quality of established engineering programs. Program development at the Institute shall be limited to undergraduate and beginning graduate programs. The development of doctoral programs should be strictly limited, and should be considered only if they comply fully with the twelve criteria established in the Master Plan. Of paramount importance should be the clear demonstration of compelling need not met by existing programs within the State University System. Specifically, this Institute should not duplicate engineering doctoral programs offered by the University of Florida. (*Engineering Education in Florida*, PEPC Study Prepared in Response to Appropriations Item 368 of the 1982 General Appropriations Act, February 17, 1982)

### **Faculty and Location Difficulties**

The two main difficulties facing the directors, other than bad public relations, were faculty and location. A Joint Faculty Selection Committee had been established with the authorization to hire 23 faculty by the fall of 1983. It was not expected that the entire 23 would be hired by that time, but a critical mass of faculty had to be in place for the Institute to be a viable entity. Although both universities were represented on the Committee, it appeared to Dr. Lannutti that "getting participation in the process by FAMU faculty seems to be extremely difficult." (March 1 memo from J. Lannutti to C. Kidd).

The PMSI Management Review addressed the problem in its report:

Although a vigorous search effort is underway, no new faculty hires are in place at FAMU or FSU. Both schools are using adjunct professors and/or previously existing staff for the majority of their engineering effort. This is a clear area of concern that requires immediate relief. It is vital that a Dean or Interim Dean be hired as soon as possible to galvanize the overall effort to establish the Institute as a formidable engineering education school.

The Joint Selection Committee and the Joint Advisory Council must meet at regularly scheduled intervals to make determinations relative to Institute programs, faculty and students. There appears to be a certain natural reluctance for aggressive inter-university activities.

The Management Report also expressed the facility problem very

succinctly:

Both FAMU and FSU are using makeshift facilities to establish the initial phase of the Institute. The search for a single facility in a mutually agreed upon location has been a tedious and unsuccessful effort to date.

Directors Kidd and Lannutti had examined several buildings between the two campuses with the idea of a short or long term lease arrangement until a dedicated facility could be built with state funds. Because of large renovation costs and the inability to agree on a suitable location, the leasing possibility seemed to fade. It was decided to use existing campus facilities until a building was available. The problem was still to decide on a mutually agreeable site. This was to prove to be one of the major stumbling blocks of the early years.

On March 3, 1983, President Smith wrote to Chancellor Newell stating that "I am pleased to notify you that President Bernard Sliger and I have agreed on a recommendation for the permanent site for the Institute of Engineering." The site was adjacent to the FAMU campus and contained some low cost homes in ill repair and a closed motel. Dr. Lannutti, upon receiving a copy of President Smith's letter, replied to President Sliger:

I am greatly disturbed. If the Institute is to be established at the edge of the FAMU campus, essentially across the street from their Technology building and almost a mile from our Science Center then FSU has lost the program. The consequences will be dramatic!

Unless it is too late, I suggest an alternative site — on the FSU campus on Call Street just East of the Oceanography Rogers Building. That will be roughly the same distance from the FSU Physics Department as is the FAMU Tech Buildings from the proposed Canal Street site.

As it turned out, the Department of Transportation had already acquired much of the property for right-of-way (March 21 letter from B. Newell to W. Smith), but communication clearly was not at a maximum; the number of different agendas certainly seemed to be however.

The PMSI study addressed this problem as well and recommended that the universities

immediately review the total concept of inter-university cooperation and coordination to implement the Institute concept. This cooperation and coordination effort must be launched from the "Top" down in the hierarchy in order to be effective.

On a more positive note, enrollments were growing - 7 courses were scheduled to be held at FSU and 2 at FAMU for the second semester and 80 FSU/44 FAMU students were denoted as "pre-engineering." In addition, efforts were well underway to establish an external Advisory Board. Several outstanding and well-respected individuals had agreed to serve on the Board, which would have its first meeting in the spring of 1983.

## **Joint Engineering Program Coordinating Council**

The Joint Engineering Program Coordinating Council had its first meeting on March 25, 1983. There was some disagreement between the two universities concerning a diagnostic exam. FSU wanted to administer a diagnostic exam prior to the junior year, which a student would have to pass before continuing into the upper division. However, "Dr. Kidd stated that President Smith would not permit administration of a diagnostic exam for any program with which FAMU is associated." (Minutes, JEPCC, March 25, 1983) The decision was made not to include the exam at that time, but to reexamine the issue at a later date to see if failure rates were excessive. In addition,

It was pointed out that two major obstacles which must be addressed soon are the differences in registration times and daily class periods between FSU and FAMU. Since FSU students must register before schedule information is available from FAMU, it is not possible to implement our published statements that "students may register at either university and pursue any of the degree programs offered ..." The suggestion was made that we investigate holding a single one-day advisement/registration session for all Engineering students at both universities. Also since daily class periods are not the same, a student's entire schedule is disrupted when he/she must take a class at the other university. Dean Kidd and Dr. Lannutti agreed to address this issue. (Minutes, JEPCC, March 25, 1983)

It had not been an easy year. There had been disagreements and frustrations, and the motivations of the people involved differed considerably from one person to the next. But spring had come; it was budget time and nothing promotes unity and harmony more than external attack.

## **Institute for Engineering Progress Report**

In preparation for the upcoming battles, Presidents Smith and Sliger provided Representative Morgan with a progress report for the FAMU/FSU Institute for Engineering. Their letter of April 25 reported that:

1. Current enrollment and admissions data indicate that the engineering student population will reach 500 during the 1983-84 academic year. Hence, taking into account Spring 1984 enrollment and academic attrition, our engineering programs will probably maintain an enrollment in excess of 425 students during 1983-84.
2. The screening of over 560 applications for faculty positions has resulted in 81 applicants being given secondary consideration. To date, thirteen candidates have visited, and five offers have been extended. Three regular faculty appointments have been made. So far, the bulk of our engineering instruction has been delivered by qualified adjunct engineering faculty. We expect that at least three additional appointments will be made prior to August 5, 1983. Other needed faculty employment must await approval of an adequate operating budget for FY 1983-84.



3. A field of 29 applicants for the position of Dean of the Institute has been narrowed to three top candidates who will be interviewed during visits to Tallahassee between April 25 and May 24. The Vice Presidents for Academic Affairs will receive the Joint Search Committee's recommendations on or about June 1, 1983. We anticipate that an offer can be made and responded to prior to August 1, 1983.
4. Moderate renovation of existing facilities has been made to accommodate the specialized laboratory instruction for engineering students and to provide offices and advisement areas for engineering faculty. These modifications were necessary to meet program demands through 1985 when we expect permanent facilities will become available. We also expect that the renovated space will continue to serve the needs of the much larger Freshman and Sophomore core science classes. We expect selection of a site for the construction of a permanent engineering complex to be made before August 6, 1983.
5. Approximately 82% of the operating and capital funds for FY 1982-83 (i.e. \$1,307,659 with 4.49% call-back removed) have been spent or encumbered at this time. The funds have been used for the delivery of instruction, hiring of faculty and support staff, preparation of instructional space, purchase of required equipment and the expense of recruiting activities.

The advent of over 350 additional students for the 1983-84 academic year will require an operating budget of over \$4,000,000 to adequately teach and otherwise prepare for this engineering student population.

The information provided certainly indicated growth and student interest, and Rep. Morgan would need every bit of help he could get.

### **1983 Appropriation**

The governor had recommended that the 1983-84 budget for the Institute remain at the 1982-83 base level, \$869,133. This would appear generous when compared with the Senate Budget Committee recommendation, based on the PEPC report, to eliminate Institute financing completely. Representative Morgan was angered by the Senate vote saying it was an attack on him. He stated in a Tallahassee Democrat interview that it was "directly pointed at me," and that Senate leaders hoped to use the school for trade-offs when the two houses met to negotiate budget differences the following week. (Tallahassee Democrat, May 17, 1983) The House version called for an Institute budget of \$2.1 million, and Rep. Morgan was, once again, successful in obtaining enough funding to keep the Institute alive and well, but not without a proviso in the Appropriations Act requiring that a plan for operation of the joint Institute be approved by the Regents, the Governor's Office and members of the legislative staff prior to allocation and release of funds. There was still the ongoing problem of where it would be located, however.

### **Location Possibility**

Directors Kidd and Lannutti went back and forth about possible

locations for the future engineering facility. Whatever Dr. Lannutti proposed was too close to FSU and whatever Dr. Kidd proposed was too close to FAMU. They eventually reached a point at which they were drawing dots and lines on maps and minimizing distances, although Dr. Lannutti suggested it might be more appropriate to minimize the product of students times distance. (June 8 memo from J. Lannutti to C. Kidd)

Finally, a piece of property was found that was A) 1.4 miles from the center of the FSU campus and 1.6 miles from the center of the FAMU campus and B) actually for sale. The only possible difficulty with the site, as expressed in a June 13 letter from the FAMU Director of Facilities Planning to President Smith, was that the site (Elberta Crate Co.) was relatively flat and would require retention ponds in order to contend with the low water table on the site and expected run-off from any construction. The estimated price tag was \$2 million. Other than those two possible drawbacks, the site satisfied the major criteria: it was equidistant from the two campuses.

At the July 15, 1983, Board meeting it was announced that the institutions were "working together and moving toward the establishment and completion of the project." (BOR Minutes, July 15, 1983) Perhaps the site would be satisfactory after all.

The Institute was ready to begin its second year, and considerable progress had been made. An agreeable building site seemingly had been found and, although purchase of property for state agencies was no easy task, dialog had begun. Six new faculty (2 visiting, 4 regular) had been hired, and there were approximately 550 students enrolled. The practice of alternating budgets seemed to work fairly well and the registration problems were on their way to being solved.

### **Search for a Dean**

One problem remaining to be solved was the lack of a dean. Three possible candidates had visited during the spring, but no mutually agreeable willing candidate had been found. The FAMU and FSU representatives on the Search Committee had different visions as to the type of person needed for the Institute. The FSU representatives wanted a dean who was familiar with nationally recognized research programs. The FAMU contingent wanted a dean who would be sensitive toward the black students' situation, in essence wanted a black dean. In the words of Dr. Lee Neyland, "The dean search was difficult. The standards were set for research and certain kinds of experiences that not many of the black engineers had who would consider coming. Those that had would not come to a budding school. The Dean Search Committee did not find a satisfactory person willing to come." (Conversation with L. Neyland, October 5, 1989)

Presidents Sliger and Smith were under a great deal of pressure to hire a dean. Chancellor Newell on one hand and Herb Morgan on

the other were constantly reminding (to put it mildly) the presidents about the importance of getting a leader for the Institute. President Sliger remembered a colleague from his days at Louisiana State University, who he contacted about the possibility of coming to Tallahassee as interim dean of the Institute.

The new year, 1984, would begin with the announcement that the Institute had a new dean: Dr. Elvin Dantin, recently retired from LSU College of Engineering.

## **THE PEOPLE -- EARLY YEARS**

**Charles C. Kidd**  
**Dean of Science & Technology, FAMU**  
**1977- Present**  
**Co-Director**  
**FAMU/FSU Engineering Institute**  
**1981-1984**

Florida A&M underwent university-wide reorganizations in 1974 and 1982, both of which were to have an effect on Dr. Charles Kidd and the College he was leading. In the 1974 reorganization, the College of Science & Technology was created and had four divisions: 1) Consumer Science and Home Economics, 2) Industrial and Engineering Technology, 3) Natural Science and Mathematics, and 4) Rural Development. In 1977, however, the Board transferred the programs of consumer science and home economics to FSU, and in 1979 transferred several key agricultural programs to the University of Florida. The transfer of the home economics and agricultural programs led to a greater emphasis on the more career-oriented programs of the day, and as a reflection of that emphasis Dr. Charles Kidd joined FAMU as dean in 1977.

The 1982 reorganization created the College of Engineering Sciences, Technology and Agriculture, composed of three divisions: 1) Agricultural Sciences, 2) Engineering Technology, and 3) Computer and Information Systems. There had been programs in civil engineering technology and electronic engineering technology at FAMU since the late 60's, and programs in architectural/construction engineering technology had been added in 1980.

Then, in 1981, Dr. Kidd was asked by President Walter Smith to represent FAMU in the joint FAMU/FSU engineering effort. Dean Kidd was going to find this to be a difficult task for many reasons. First, both he and President Smith thought that the engineering program should have been given to FAMU alone, rather than jointly, because of the FAMU technology programs already in existence and because of the desegregation-plan agreement to place new programs at FAMU. Secondly, he would be directing a program that in many ways was in direct competition for students and resources with the program he had been heading since 1977. Thirdly, the FAMU community was adamantly opposed to any program that could possibly be construed as a merger or take-over effort by FSU, and there was a high level of distrust on the campus concerning the joint engineering program.

So Dean Kidd was not in an easy position, and it would not get any easier. The same 1983 PEPC study that recommended against the joint program also recommended that all engineering

technology programs in the state be abolished. The recommendation was not accepted, however, and today the FAMU engineering technology program is one of the strongest in the state, a result that took considerable effort on the part of Dr. Kidd and others.

In addition, Dr. Kidd was continually faced, as was Dr. Lannutti, with the extreme differences in operating procedures at the two universities. Not only did the two universities differ along racial lines, but size had a tremendous impact with regard to administrative procedures. FSU was a large, seemingly resource-rich institution with administrative responsibility widely distributed. FAMU was a small, comparatively resource-poor institution with almost no distribution of administrative authority. Dr. Lannutti, therefore, had a great deal of administrative decision-making responsibility, whereas Dr. Kidd often had to seek presidential approval for the same type of decisions. Consequently, the time frame in which FAMU operated was different from that at FSU, requiring considerable adjustment on the part of the administrative staffs at the two institutions.

Dean Kidd felt that "the differences in the schools could have and should have been looked at as strengths of the joint college." (Conversation with C. Kidd, October 17, 1989) Concerned about protecting the integrity of FAMU and insuring that the unique nature of the institution and its programs were preserved, he was determined to preserve the differences between the institutions while working toward a common goal.

Thanks to that determination, the goal was achieved - the College of Engineering has become a reality and does, in fact, reflect the characteristics of both institutions, at the expense of neither.

**Joseph E. Lannutti**  
**Professor of Physics, FSU**  
**1957 - Present**  
**Co-Director**  
**FAMU/FSU Engineering Institute**  
**1981-1984**

Jack Seeley, the first person hired to teach in the FAMU/FSU Engineering Institute, describes Joe Lannutti as "the most amazing man I've ever met. Dr. Lannutti's style is quiet and low key but he is persistent and completely dedicated to any task he undertakes. He always gives the impression of being unbusy, but he accomplishes an incredible amount in short periods of time." (Conversation with J. Seeley, October 2, 1989)

Joe Lannutti was the first person to establish the idea of a joint venture in engineering between FSU and FAMU.

I always wanted engineering. Major departments of physics are always at universities with engineering schools. I



transferred from engineering into physics so I also thought of it as a source of physics students. Also it was clear that FSU was simply a large liberal arts college unless we had professional schools. After 1972 the demand for engineers started increasing. Sliger became president in 1976 and at the same time there was a question of what to do about equity for the black universities. (Conversation with J. Lannutti, September 15, 1989)

Dr. Lannutti had a very good idea about what to do; and in a 1977 memo to Dr. Bernard Sliger, newly appointed president of Florida State University, he stated "I believe the time is right for FSU to ... collaborate with FAMU in establishing a medical and an engineering school in Tallahassee."

Although once referred to by Werner Baum, Dean of the FSU College of Arts and Sciences, as a "corner on Joe Lannutti's desk," the engineering program was something he deeply believed in before anyone else even thought about it. And combined with that belief was a tremendous amount of dedication and perseverance, reflecting what Joe Lannutti himself said: "This is my university and it's important to me that it succeed and become more significant by whatever mechanism I can imagine. When it looks as though there are things I can do, I do them."

A nationally known high-energy physicist, Dr. Lannutti joined FSU in 1957 after completing his graduate work at UC-Berkeley. His national reputation and his belief in the relation between the basic sciences and a quality engineering program were instrumental in attracting like-minded scholars to support the fledgling FAMU/FSU engineering program. One such individual was Yulu Krothapalli, the first full-time faculty member hired for the Institute and present department chair of Mechanical Engineering.

A key factor in Professor Krothapalli's decision to come to Tallahassee was the enthusiasm for engineering he saw in the physics and applied math faculty. That, together with the vision that Dr. Lannutti presented of a program whose focus and mission would be high-quality research and graduate education, persuaded Dr. Krothapalli to come to a university where, at that time, there was nothing but dreams. He recalls: "It was the best decision I've ever made, but I knew exactly what I wanted to do from the first day I talked to Lannutti."

Joe Lannutti was dedicated not only to the engineering program itself but to the concept behind the program. He did everything he could - wrote proposals, filled out endless forms, talked to anyone who would listen - to insure that his vision would become a reality. The excitement and enthusiasm is easy to perceive when listening to him describe those early days:

"I must say, I sort of enjoyed it. I like sitting at a table, discussing, arguing about impossible possibilities."  
(Conversation with J. Lannutti, September 19, 1989)

Joe Lannutti probably worked longer, harder hours than any other one human being during the formation of the College. Thanks to that hard work, the impossible became a possibility.

## THE DANTIN YEARS - 1984

Under the leadership of Dean Dantin the Institute would experience rapid growth and the academic programs would become accredited. Although there were problematic areas, the next few years were years of comparative calm for the FAMU/FSU Institute for Engineering.

The appointment was announced on January 12, 1984, and was effective March 1, but Dean Dantin didn't wait until March to become involved in the Institute's activities. He met with the Engineering Advisory Board, now firmly established, on February 17 and 18.

### Advisory Board

Drs. Kidd and Lannutti had believed in establishing a group of very influential and experienced individuals to serve the Institute on the Advisory Board and had succeeded in doing so. Dr. Simon Ostrach, who would be elected chair of the Board, had been invited to the FSU campus early in 1982 by Dr. Lannutti and had written to President Sliger after his visit:

I think that the situation at the Florida State University is most opportune for the development of a modern engineering educational program. Firstly, none exists there so that all the problems associated with making changes are obviated. Secondly, they have in place highly-regarded science programs on which modern engineering programs are heavily dependent. Finally, and this is most unique, the faculty in those science departments are not only anxious for an engineering program to be developed at Florida State University but are actually giving of their time and efforts to bring this about. Nowhere in my experience of dealing with the development or modification of engineering programs have I observed such enthusiasm and overt actions by the science faculty on behalf of engineering. (January 12, 1982, letter from S. Ostrach to B. Sliger)

Referring to the membership of the Board, Dr. Ostrach has remarked that he has never known "of a single [engineering] board with so many stellar people." (Conversation with S. Ostrach, March 7, 1990) Members of the Board included:

✓ Br...	B. Ancker-Johnson	VP, General Motors
?	B. Boley	Dean, Northwestern University
←	F. Cotter	VP, Westinghouse
←	D. Drucker	Dean, University of Illinois
←	J. Fair	Professor, University of Texas at Austin
✓	K. Fu	Professor, Purdue
✓	J. Moses	Department Head, MIT
✓	S. Ostrach	Professor, Case-Western Reserve
✓	P. Pierre	President, Prairie View A&M
✓	R. Seamans	Sec. of the Air Force, Ret.
✓	J. Simpson	President, Simpson Business Services
✓	G. Stever	President, Universities Research Assn.
✓	E. Walker	President Emeritus, Penn State
✓	M. Walker	Dean, Howard
✓	R. White	Director, National Academy of Sciences

The February meeting included a review of the current program status and plans for the future, a tour of the facilities on both campuses, a visit to the proposed building site (Elberta), and working sessions with administrators of both universities. Dr. Dantin stated that "I am excited about joining the Institute for Engineering mainly because of the tremendous support and interest which has been shown by the administration and faculty of both universities and by the Florida Legislature." Support would come and go through the coming months and years, but interest would certainly remain high for awhile: in June a faculty member who had joined the Institute some six weeks earlier would be arrested and charged with dealing in stolen property. Quite a welcome to Dean Dantin.

### **Dr. John Shewchun**

Dr. John Shewchun had been offered a position with the Institute in May of 1984 and was to purchase a considerable amount of electronic equipment for the engineering laboratories for use during the upcoming fall semester. Institute officials became concerned when Professor Shewchun insisted on ordering all the equipment from the Phoenix Company in New York, of which he was honorary director. A further investigation took place after Dr. Shewchun refused to follow the normal purchasing regulations. It was soon revealed that he had been involved in fraudulent activity at Brown University, where he had been convicted of four counts of embezzlement and was awaiting trial for allegedly setting fire to his own laboratory after removing lab equipment. Investigators then learned that the lab equipment ordered by Dr. Shewchun was being held by US Customs in Panama City due to lack of proper customs forms. Part of the equipment stolen from Brown was included in that inventory.

Luckily, the matter was discovered before any funds left the university. As Dr. Dantin remembers the incident, he recalls the haste with which the school was hiring faculty in the early days and admits that the hiring process probably should have been done more carefully. He is also grateful that for once the processing and procedures of the joint college were so cumbersome and time-consuming: "If that purchase order had been faster, I'd probably be in jail today!" (Conversation with E. Dantin, September 27, 1989)

### **One Program or Two?**

The major problem facing the new dean was the fact that the joint program was in reality two programs. There had been two directors, one on each campus; the civil and half the electrical engineering courses were taught on the FAMU campus and those faculty were appointed through FAMU. The mechanical, chemical and half the electrical engineering courses were taught on the FSU campus, and those faculty appointed through FSU. Faculty and students were strongly identified with one-campus or the

other, not with a joint program; the budget was split into two different portions for the separate campuses to handle.

Dean Dantin immediately began to try to bring the Institute under a single umbrella. He assigned FAMU-appointed faculty to teach at FSU and vice versa, and instituted a policy of giving courtesy appointments to faculty at the university in which they were not appointed. He also requested that the Vice Presidents for Academic Affairs establish a joint committee to "examine the Institute's fiscal administration procedures and recommend improvements which might be made in the process." (July 5 letter - from E. Dantin to Neyland/Turnbull)

The Dean was to lead the Institute into the 1984-85 academic year with increased enrollment (over 400 majors, 29% black, 16% female), increased faculty, fairly well-established laboratories, and the beginnings of some research programs. He was still fighting the separatist vision of the Institute, however, as his memo to the FSU Dean of Faculties indicates.

*"The Institute is an entity in its own rights."*

I am disappointed with the rejection of the appointment of Professor M.W. Hall as a non-voting member of the FSU Promotion and Tenure Committee.

Dr. Hall is a Professor of Civil Engineering at the FAMU/FSU Institute for Engineering. Dr. Hall was a tenured professor at two accredited Colleges of Engineering, had a four year presidential appointment under President Carter, served on national and international committees, etc. There is no question of his capabilities; however, because of the fact that he was appointed in Civil Engineering where the budget is channeled through the business office at FAMU, his appointment to the Committee was rejected. If Professor Hall had been appointed through the FSU's business office, his appointment to the Committee would have been approved.

Florida A&M University and Florida State University must consider the FAMU/FSU Institute for Engineering as a "WHOLE" and not separated or isolated into two component parts. The Institute is an entity in its own rights. (October 31, 1984, memo from E. Dantin to D. Flory)

In addition to his struggle to maintain a single identity for the Institute, which was to continue through the coming years, Dean Dantin would also seek to tackle the issues of graduate programs and the building/building site. Neither of these, however, would be resolved before the end of 1984.

It was decided to establish an inter-institutional building committee to review the progress to date on prospective plans, anticipated site, and costs. It was also decided to initiate a request to the Board of Regents for permission to study the feasibility of doctoral programs in chemical, civil, electrical, and mechanical engineering. The building/building site efforts would produce a final decision in the coming year, 1985. On the other



hand, Dean Dantin would not remain in the deanship long enough to see the approval of engineering Ph.D. programs - that would occur some five years later. The Chancellor's Office response to Dean Dantin's request concerning doctoral programs might have served as a warning of the difficulties ahead in that regard:

You are probably aware that in the development of other engineering programs in the State University System, satisfactory accreditation at the bachelor's level is sought before implementation at the master's degree level. Subsequently, a satisfactory review at the master's level precedes implementation at the Ph.D. level. We have recognized from the outset that Ph.D. programs in engineering were to be a natural expectation of the growth of this Institute. I am only expressing a caution on the speed of implementation and its expectation. (November 5, 1984, memo from R. McTarnaghan to E. Dantin)

And so ended 1984. Much had been done but there was much yet to do.

## **THE PEOPLE - ELVIN DANTIN**

**Elvin J. Dantin, Dean  
FAMU/FSU College of Engineering  
1984 - 1987**

Described by faculty as "the right guy at the right time," "a real genius," and "the ideal person to get us started," Elvin Dantin did indeed have the interpersonal skills to accomplish the seemingly impossible task of bringing the FAMU and FSU factions together and building from that base. Lee Nyland describes him as "well-suited to the task. He recognized our differences and at the same time he built unity while preserving those differences. He let us know that FAMU would be preserved, and his policies and programs tried to insure that." (Conversation with L. Nyland, October 5, 1989)

Dr. Dantin received his bachelor's and master's degrees in civil engineering from Louisiana State University and, in 1960, his Ph.D. from Stanford. He then returned to LSU where he remained for 34 years as a professor of civil engineering and an administrator of various engineering programs, directing the LSU Division of Engineering Research, the Louisiana Water Resources Research Institute, and the LSU Hazardous Waste Research Center.

In 1983 the new Engineering Institute desperately needed a single person to serve as its leader and to draw the strengths of both universities into the Institute. The search committee was not making much progress, however, and was divided as to its priorities. The FAMU representation felt strongly that the first dean should be black; the number of black candidates to choose from, the fact that the Institute was new and administratively unique, and the fact that it was in the south, made finding a suitable black candidate willing to accept the position an impossible task. The search was, in essence, stalled.

President Sliger had known Dr. Dantin from his days at LSU and remembered that while at LSU Dr. Dantin had been interested in developing ties with Southern University, a black institution, and in fact had taught at Southern during the 60's. President Sliger discussed Dr. Dantin with President Smith, who recalls that "Bernie and I talked about it a lot. We were in accord about the initial person - Dantin was a good man." In announcing the appointment, President Smith said,

Dr. Dantin is a good person for this unique joint Institute for Engineering because of his blend of teaching and administrative experience that will serve the students and faculty well. Having taught at Southern University for a time, we feel he should be sensitive to the special circumstances of minority education.

He was sensitive and very successful. Jack Seeley, chair of Mechanical Engineering during this period, remembers that

His superior ability in interpersonal relationships was primarily responsible for the establishment of good relations between the parent universities. His cooperative style allowed department heads to build curricula, laboratories, and procedures with a minimum of difficulty. (Conversation with J. Seeley, October 8, 1989)

Gene Sherron, Director of Computer and Information Resources at FSU, remembers Dr. Dantin as

A gentleman who appeared to be easy going but with a definite agenda and always pushing it.

Very skillful in working for two masters and not short changing either university.

Dean Dantin felt that for the Institute to be truly joint there should be no division anywhere - in the curriculum, the policies, the procedures, or the programs. There were racial tensions in the program from the beginning and one of his major difficulties was in recruiting individuals who would not have any prejudice whatsoever. He was also aware that people could "come into a position with no prejudice but may develop some." For example, administrative procedures took considerably longer at FAMU and when "people would complain, I would say 'You know it takes longer because of fewer resources and centralized decision-making. Plan for it. You aren't going to change it'." (Conversation with E. Dantin, September 9, 1989)

Dean Dantin recognized differences, appreciated them, realized what he could change and what he couldn't. Before he came, the Institute was essentially two programs. He became the single focus, the single leader; under his leadership the Institute grew and prospered. In record time the academic programs became accredited and a new engineering facility was planned and built.

He was truly the right guy at the right time.

## **THE DANTIN YEARS - 1985**

Two items were uppermost in Dean Dantin's mind as the new year, 1985, began: the Institute name itself and the future location. Immediately after the first of the year Presidents Smith and Sliger, at Dean Dantin's strong urging, requested of Chancellor Newell that the name "Institute for Engineering" be changed to "College of Engineering," in order to comply with standard practice, both state- and nationwide. The request was approved and the FAMU/FSU College of Engineering was an official entity as of 1985.

### **Building Site**

Although the legislature had allocated \$3.5 million for purchase, preparation and preliminary planning for the engineering building site/building, the issue would not be an easy issue to resolve. Before Dean Dantin arrived, Presidents Sliger and Smith had come to a tentative agreement that the Elberta Crate Company property would be a suitable site, since it was equidistant from the two institutions. The only two drawbacks to the site were the price tag of \$2 million and the fact that there might be possible drainage problems. President Smith had remained adamant throughout the discussions that the Elberta site was a more neutral site than Innovation Park, the other possibility.

Dean Dantin, however, joined with others, namely Herb Morgan, who had been involved in the creation of research parks across the state during the past years, Duby Ausley, who was convinced of the importance of industry/university interactions to the economic development of the area, and Bernie Sliger, to promote Innovation Park as the future location for the College. This issue would play out somewhat like a tennis match, with the decision being first on one side and then the other. The resulting indecision, time-delay, and bad publicity did no lasting damage to the College, but certainly made the first half of 1985 an interesting period to watch.

In early 1985 President Smith, when reminded of the possible flooding problems inherent in the Elberta site, agreed that the Innovation Park site would be presented as the best possible solution to the Board of Regents. By the time the Board meeting occurred, however, President Smith had had second thoughts and the position presented to the Board was far from united.

I'm not saying anything about what I'm supporting", (Smith) told a regents committee. "I want a few days to talk about the peculiarities of both sites".

Smith said he didn't think drainage was the big problem officials once said it was. He also said he didn't think it would cost as much to acquire and develop the Elberta Crate site as originally thought. (Tallahassee Democrat, April 4, 1985)

The Board met on March 29 and approved both sites, which meant the situation was still at an impasse and more discussion had yet to take place. The Board minutes indicate that the Facilities Committee:

had recommended that the Board approve both sites, at Innovation Park and at the old Elberta Crate site, and had further recommended that the Board authorize the final site selection be made by the two presidents.

Mr. Turlington [Regent] recommended that the presidents give particular attention to the accessibility of the site to both campuses. He said that the Elberta Crate site seemed particularly appropriate. (BOR Minutes, March 29, 1985)

There would be several editorials and newspaper articles to appear during the coming months about the continuing saga of the engineering building site. The first was a Tallahassee Democrat editorial in April, 1985.

It is time to get on with the construction of the joint Florida A&M University-Florida State University engineering school. And the place to construct it is at Innovation Park.

*"There is no good reason to alter the original decision."*

The Board of Regents has tossed the selection problem back to FSU President Bernard Sliger and FAMU President Walter Smith. Earlier, the two had agreed on Innovation Park, but Smith backed away at last week's Regents meeting, saying he wanted time to consider the merits of purchasing the 28.6 acre Elberta Crate and Box Co. site on Lake Bradford Road.

There is no good reason to alter the original decision; there are good reasons to reaffirm it.

Innovation Park, a research and applied technology center, and the engineering school would complement each other perfectly. The school's facilities would be readily available to park tenants, and students would profit from seeing the practical application of the things they were learning.

The Innovation Park land, or FSU-owned land adjacent to it, would not have to be purchased, saving the state money. No one is sure how much money because a state law allows appraisals to be kept secret during negotiations. But the price for land in such a location is sure to be substantial.

The Elberta Crate land is closer to the schools - one-quarter mile from FSU and one-half mile from FAMU - than the Innovation Park site - 2 7/8 miles from FSU and 3 1/4 miles from FAMU. But as Gus Turnbull, FSU's vice president for academic affairs, has noted: "Once you put someone on a shuttle bus, an extra mile or so doesn't make that much difference."

Innovation Park can be a key to the type of high-tech growth Tallahassee is seeking. Location of the engineering school in it would add substantially to its attraction for research and development firms.

Placing the engineering school elsewhere would send a disturbing message to prospective Innovation Park tenants. Why, they might well ask, should we locate there if the universities didn't put the engineering school there? What's wrong with the park?



Nothing is wrong with the park. It's the ideal location. The adjacent FSU property - which has been farmed by FAMU in recent years, giving both universities a stake in it - has the added advantage of a golf-course view. The Elberta Crate site is in a less scenic, commercial area.

The presidents and the Regents should approve the Innovation Park location and move ahead on construction. Engineering students have been shuttled between the two university campuses for too long. They deserve a building of their own.

### **The Pros, Cons and a Decision**

*"Florida State's first choice is the site that is in the Innovation Park site area."*

Presidents Smith and Sliger continued their discussions and on April 16, 1985, forwarded a letter to Chancellor Newell, informing her of their decision.

The Board of Regents recently approved two possible sites for the future location of the FAMU/FSU College of Engineering. The two sites—the Elberta Crate facility and Innovation Park—were to be reviewed by the two presidents with a final decision being forwarded to the Board of Regents staff for follow through and implementation.

Florida A&M and Florida State universities are fortunate to have two good sites available for locating the College of Engineering. Each site has certain advantages.

President Sliger presents the case for the Innovation Park site as follows:

Florida State's first choice is the site that is in the Innovation Park site area. The first advantage is the cost to the State of acquiring and preparing the site for construction of the Engineering School. The difference in cost to the state is the difference between the cost of preparing the site in the Park (\$200,000) area and the cost of acquiring the Elberta Site plus the cost of preparing that site for building.

The second advantage of the Park Site is the aesthetics of the area. The school would front on the Seminole Golf Course on a high area of Tallahassee. We don't believe there is a prettier site in the entire city.

The third advantage of the Park space is the ability of the Engineering School to tie in integrally to the supercomputer. The supercomputer is presently located in the Park and plans are for its permanent home to be located there also. Obviously the Engineering faculties of the FAMU/FSU College of Engineering would have an easy working access to the supercomputer.

The above comments are not meant to be construed that the Elberta site is not a viable site alternative. The comments are meant to illustrate why Florida State believes the Park site to be the superior site.

It is our understanding that Florida A&M prefers the Elberta Site. Dr. Smith, president of FAMU, is presenting the case for their preference of the Elberta Site.

President Smith presents the case for the Elberta Crate Site as follows: Florida A&M University's choice is the Elberta Crate site. This site was the original choice agreed upon by both universities and remained until January 31, 1985.

*"Florida A&M University's choice is the Elberta Crate site."*

On the above date a meeting was held with representatives of the two universities and the Board of Regents. At that time the discussion centered around the Colony engineering report. After a cursory examination, it was felt that the Elberta site might present several problems in acquisition and flood control. As a result of this meeting the President of FAMU reluctantly agreed that the Innovation Park would be acceptable if, indeed, the threat of flooding and acquisition problems would be major deterrents to rapid development of the engineering college.

After later carefully reviewing the Colony report and discussing the issues related to same, with Mr. Forrest Kelly, BOR staff, the FAMU President felt that further discussion would be necessary before he could unequivocally endorse the Innovation Park site.

While aesthetics, proximity to the FSU supercomputer, and quick land acquisition are important factors, FAMU submits that several other issues are equally essential to the success of the College of Engineering.

1. Proximity - The Elberta site provides easy access for students from both institutions and was the reason for its selection in the first place. To establish a cooperative program which depends upon the development of a transportation system for convenient student accessibility would not be prudent. Further, comprehensive scheduling could become a nightmare with distance.
2. Neutrality - The Elberta site provides a clear and unmistakable aura of joint ownership. The site has never been identified with either institution and no external forces would interfere with a smooth planning, design and construction process. Further, the total community is likely to react much happier to the development of this site for a joint venture between the two institutions.
3. The property appraisal has already been completed. Therefore, quick review of the land value could result in an early offer to the owners without sacrifice of valuable time.

4. Several other factors have been considered:

The flood problems feared by both institutions do not appear to be an immanent threat. Further, the engineers suggest that assurance and/or safety values against flooding may be established by the application of certain architectural and engineering techniques.

The supercomputer may be accessed from the Elberta site as easily as from the Innovation Park location. Further, the computer is not a component of the engineering program and its major applications will be in other fields of academic study and research.

Reliance upon a transportation network which is controlled by external forces is not a proper concept for developing an education system.

The Engineering Advisory Board emphasized access as a basic principle which should guide our decision on the site.

As can be seen each institution has its priority site. However, we are fortunate that our deliberations led us to the following recommendation which we now forward for Board of Regents consideration.

It is agreed that access for our students and faculty must be the first consideration in locating the College of Engineering. Therefore, we suggest that the Board of Regents staff attempt to acquire the Elberta Crute site within the dollars allocated by the legislature for land acquisition and preparation. Such acquisition should also include the cost for developing the basic flood control system as deemed necessary to meet modern codes and flood plain standards.

In the event the Elberta Site cannot be acquired by the State of Florida, it is agreed that a site located within the Innovation Park environment be selected as the permanent home of the FAMU/FSU College of Engineering.

### **External Influences**

Innovation Park did not exist in a vacuum; there were several individuals and groups of individuals interested in having the new engineering school established at the Park. The Leon County Commissioners passed a formal resolution, which stated, in part, that, "the proposed site (Elberta) is in a flood prone area with severe drainage problems, the development of which would be severely restricted not only by Leon County's stormwater and flood plain protection ordinances, but may also be impacted by stormwater management rules of the State of Florida," and "that the Board of Regents of the Division of Universities of the Department of Education is urged to ... consider as an alternative site Innovation Park."

The editorial staff of the Tallahassee Democrat agreed with the County Commissioners and that opinion was expressed in the editorial of April 20.

*"Hey, what's going on here?"*

Florida taxpayers - and maybe legislators - should be asking themselves, "Hey, what's going on here?"

"Here" is the musical chairs game the presidents of Florida State University and Florida A&M are playing with the location of the jointly-operated Engineering School.

Unless someone changes his mind, it now appears the school will be located on Lake Bradford Road south of Campbell Stadium. And taxpayers and legislators ought to be asking, "why?".

Last month it appeared that FSU President Bernard Sliger and FAMU President Walter Smith had agreed the school should be built at Innovation Park. That decision made sense. The School would be in close proximity to the research and applied-technology operations that will be housed at the park.

The recommendation was to be forwarded to the Board of Regents for approval. But something happened between March 7 when the Innovation Park agreement was announced and the time when the question came before the regents. Suddenly, the Elberta property, which had drainage problems a few weeks before, became the preferred site of Smith. The regents then approved both sites and instructed the two presidents to decide where

they wanted the school located.

It now appears that everybody but Smith wants the school at Innovation Park, but they are throwing up their hands just to get a final decision.

*"Leadership is needed."*

Sliger prefers Innovation Park. Regent DuBose Ausley of Tallahassee prefers Innovation Park. The Board of County Commissioners passed a resolution asking the regents to select Innovation Park.

The only costs at the Innovation Park site would be about \$200,000 for development, Sliger points out. It is also in a much more attractive area.

Smith says recent information indicates the "drainage problems" at Elberta Crate are not as bad as officials have said they are. He also notes it is closer to both universities. But his biggest objection appears to be rooted in jealousy: The Elberta site is neutral - it was never identified with either FSU or FAMU.

That is not a good enough reason to choose it. The state will have to pay for the property. It is on the tax rolls at \$408,600, but would probably cost the state much more to buy it. The regents have \$1 million to buy and prepare a site for the school. But when a better site is available without the need to purchase it, why should taxpayers' money be spent to satisfy a misdirected feeling of pride?

The regents need to step in: clearly, their leadership is needed.

The county continued to make the Elberta site a problematic one, this time with regard to zoning. An April 20 article in the Democrat described the latest occurrence.

The designated site of Tallahassee's new engineering college has drainage problems and isn't zoned properly for a school - obstacles that must be overcome before it can be built, planners said late this week.

But lawyer Robert Ervin (representing Elberta) said the obstacles are a ploy to prevent the school from being built at the Elberta Crate and Box Company site on Lake Bradford Road.

*"The obstacles are a ploy..."*

"There's a ploy to put students a couple of miles out of town at a research park," Ervin said, referring to Innovation Park - the other proposed site. Ervin added that the research park needs "something to help it along".

The planning commission's chairwoman said the commission simply wants to point out problems that need fixing at Elberta Crate.

On Wednesday, Tallahassee's two university presidents announced they had selected Elberta Crate over Innovation Park because Elberta Crate's closer to the universities.

On Thursday, the Tallahassee-Leon County Planning Commission agreed to send a letter to the presidents advising them of flooding and zoning situation.

The 28.6 acre parcel is zoned general industrial, and must be rezoned to accommodate the school, said Mark Stamps.

the commission's land-use administrator.

Stamps said it would have to be rezoned to office-residential or high-density residential. A rezoning would entail a public hearing.

But Ervin said local zoning laws don't apply to state land use. "It's like telling the Supreme Court they can't hold court there," Ervin said.

He added: "They can send letters all they want to. Universities are to educate people. Students need to be part of campus life - not part of an effort to develop an industrial park."

Meanwhile the legislature was in session and was trying to decide how to spend the limited capital expenditure funds that were available. The House version of the appropriation bill included \$12 million to build the FAMU/FSU engineering building, but the Senate proposal was to cut about \$10 million in the planned spending. The Senate President opposed building the school so soon, arguing that it was too much money to set aside when university officials had not yet even bought a site for the school. The Senate proposal would spend the money saved from the engineering school on science equipment for all Florida schools. Clearly a decision needed to be reached on the site as soon as possible, and it was.

#### **The Final Decision - Innovation Park**

The site was finally decided upon when the offer made to the Elberta Company by the Board of Regents was rejected. From the May 30 Tallahassee Democrat:

Elberta Crate and Box Co. on Wednesday rejected a Board of Regents offer to buy 28.6 acres of land for a new engineering school.

That means the school, a venture between Florida A&M and Florida State universities will be built instead at Innovation Park, said regents vice chancellor Steve McArthur.

Elberta Crate President Ramsay Simmons wouldn't say how much the company wanted for the Lake Bradford Road site, only that the regents offer of \$509,000 wasn't enough.

"We told them they weren't in the ballpark," Simmons said Wednesday. "It was out of the question," he said.

By the last of June, 1985, not only had the site been decided upon but Governor Graham had signed the appropriations bill, including \$12 million for the construction of the FAMU/FSU engineering building. The legislature had instructed that construction would begin in May, 1986, because of a "concern that the younger, fast-growing Southeast universities would make a run for the \$12 million, pointing to the lack of action in Tallahassee." (Tallahassee Democrat, June 26, 1985)



## **New FAMU President Fred Humphries**

As of June 1, 1985, FAMU had a new president, Dr. Frederick Humphries; "after a morning ride ...among the live oaks and cornfields of Innovation Park." (Tallahassee Democrat, June 26, 1985) he and President Sliger selected one 27-acre site at the Park which was to become the future location of the FAMU/FSU College of Engineering. A long-standing issue of contention had been resolved and, although future issues would not be of equal magnitude, there would be others for the presidents and Dean Dantin to deal with in the coming months and years.

Coincidentally, at the same Board meeting where Dr. Humphries had been selected as the new president of FAMU, Chancellor Newell had tendered "her resignation upon appointment of her successor." (BOR Minutes, March 29, 1985) The cast of characters was changing; Charles Reed, who had served as chief of staff to Governor Graham during the formation of the College, would succeed Chancellor Newell, and President Humphries would almost immediately take an active interest in the FAMU/FSU College of Engineering.

The new president of FAMU had not, of course, been involved in any portion of the formation of the College and during the latter months of President Smith's tenure more and more of the administrative details had been taken over by FSU. President Humphries expressed to President Sliger his concern about this trend on several occasions, one of the first being the establishment of an Eminent Scholars Chair for the College.

At the July Board of Regents meeting in Jacksonville, I spoke to you concerning the news release announcing the Don Fuqua Eminent Scholars Chair in Engineering Sciences. Your public relations person merely gave the announcement to Mr. Jenkins of my staff for approval. I informed you that we had no input in the announcement. I indicated my concern about this method of operation.

Attached to this letter is a brochure developed by Florida State University to be used for soliciting funds for the distinguished professorship. It appears from the brochure and press release that knowledge of the activity has been known for some time. If indeed that is the case, all activities concerning this announcement cause me great concern. The evidence seems to indicate there was ample time to collaborate with us on this matter. I would hope in the future we would utilize our joint staffs to work with similar events in the College of Engineering. I would suggest to ameliorate these conditions that we should ask Congressman Don Fuqua, as he goes about raising funds for this Chair, that fifty percent go to FAMU and fifty percent to FSU. I am calling your attention to this matter in a formal approach because I am sure if similar activities continue, we would be seriously affected. I would deeply appreciate your consideration. (August 9, 1985, letter from F. Humphries to B. Sliger.)

## C. Operational Concerns

President Humphries was also concerned about the operational procedures of the College and expressed those concerns in a letter to President Sliger soon thereafter.

As President of Florida A&M University, I am not aware of any formal guidelines for the operation of the FAMU/FSU College of Engineering. I am, therefore, proposing operational procedures that I feel will assist in our approach to a continued operation of the College as well as provide clarification in areas that were vague to me as I came on board as President.

Since Florida State University had the budget for the past two years, I propose that Florida A&M University have the budget for the next two years, beginning with 1985-86. I propose that a council be formed to work with the budget and operation of the College. The membership should consist of the president of FAMU and the president of FSU, the academic vice presidents from each university, and the vice presidents for administration from each university. The council should be chaired by the president of the institution that has responsibility for the budget. When FAMU has the budget, the president of FAMU will serve as chairman of the council; when FSU has the budget, the president of FSU will serve as chairman of the council. The council should meet, initially, on a monthly basis, then by January 1986 on a quarterly meeting schedule. When a president is chairman of a council, all correspondence and communication concerning the operation of the College should be through the vice president of academic affairs at that institution for all day-to-day contacts.

"The document  
and guidelines  
have been used  
when and where  
appropriate..."

I think the above suggestions for the operation of the College would provide a more efficient approach to the budget as well as a more effective approach to top management of the College.

As far as the student body profile is concerned, I suggest a distribution of 50/50 for each institution. The assignment of faculties should also be on a 50/50 basis for each institution. The student body ratio should be effective with the next class admissions or totally operational for the Spring Semester, 1986. (August 14, 1985, letter from F. Humphries to B. Sliger)

The original "Proposed Guidelines and Agreements for Florida A&M University and Florida State University Developing a Single Engineering School," signed by the presidents and Chancellor in 1982, formed the official operating procedures for the College since nothing had superseded them. However, as Dean Dantin expressed to Vice President Turnbull, "The document and guidelines have been used when and where appropriate, but always with knowledge and/or approval of both Vice Presidents for Academic Affairs at FAMU & FSU." Dean Dantin also expressed his concern about the latter portion of President Humphries' letter.

The second issue of 50/50 distribution of students and faculty is very sensitive. I am concerned that such a procedure or policy may infringe on the student's rights to choose his/her own curriculum and university.

I advocate a strong, unified, cooperative and integrated program at all levels and in all disciplines. To assign ratios and/or numbers of faculty to each institution may drive a "wedge" between the faculty at FAMU & FSU. This kind of action can nullify any progress that has been made towards a "unified" program. (August 26, 1985, memo from E. Dantin to G. Turnbull)

President Humphries clearly wanted to take an active role in the governance of the College and in fact would work to establish some new operating guidelines. For the present, however, things seemed to be moving smoothly and the College had had a productive 1984-85 academic year.

### **1985 and Goals for the Future**

The first engineering class from the FAMU/FSU College of Engineering had graduated in June of 1985. The Don Fuqua Eminent Scholar Chair in Engineering Sciences had been established. Seventeen full-time faculty including three department chairs and an associate dean had been recruited in four engineering disciplines. Funds for the new engineering building had been approved, the site selection made and plans for construction had been initiated. The academic programs in civil, electrical, and mechanical engineering were ready for national accreditation review, scheduled for the fall of 1985. Total faculty numbered 28, including 5 adjuncts, the dean and associate dean. Student enrollment was at 571, with a projected growth to 726 for the 1985-86 academic year. And the College finished 1985 with the establishment of its goals for the future, contained in the FAMU/FSU College of Engineering Master Plan.

- To educate engineers of excellence, at both the undergraduate and graduate levels, by the highest standards in the disciplines recognized by national peers.
- To establish an engineering program of national stature and to enable greater participation in the field for minorities and women.
- To achieve local, regional, and national recognition of the College through the excellence of activities of its faculty and students in their research and scholarly pursuits as well as their professional and service endeavors.

The next year, 1986, would be a fulfilling one for those associated with the College. Ground would be broken for the new building and the academic programs would become accredited in record time. The year would not be without its problems, but comparatively speaking the road would be a smooth one.

## **THE DANTIN YEARS - 1986**

Nineteen eighty six would provide two occasions for celebration within the College: groundbreaking for the new building and a successful accreditation visit. It would also be Dean Dantin's last full year as dean of the FAMU/FSU College of Engineering.

### **Groundbreaking**

In mid-March of 1986 Chancellor Reed signed a \$500,000 contract to begin work on the foundation and utilities for the engineering building, designed by the architectural firm of Barnett and Fronczak of Tallahassee, containing approximately 76,000 square feet, and scheduled for completion during the spring of 1988. The official groundbreaking took place on May 20, 1986, and included remarks by Presidents Sliger and Humphries and Dean Dantin. President Humphries stated that

This engineering school represents the power of ideas brought to fruition. Florida has recognized that the demand for engineers exceeds and will continue to exceed the current demand of our nation and state. Unlike previous times, the shapers of the future will come in all sexes and colors.

President Sliger recalled earlier times in his remarks:

There were those who suggested expanding our state's existing engineering schools, but this would not have allowed access for thousands of students and engineers in the north Florida and tri-state area. It also would not have allowed ready access to engineering for minority students at a time when Florida was only doing half as well as its neighbors in producing black engineering graduates.

The Florida Legislature did not back down from this challenge. Engineering advances in our state are an untold story. In 1982, the state embarked on a five-year engineering plan. With vision, the Florida Engineering Society, our local legislative delegation, and others recognized this engineering crisis. In response, the legislature appropriated \$65 million for enhancing engineering programs and another \$54 million for engineering buildings through this year. Included in these totals is funding for the joint Florida A&M/Florida State University College of Engineering.

### **First ABET Visit**

The accreditation team from ABET (Accreditation Board for Engineering and Technology) had reviewed three of the academic programs, civil, electrical and mechanical engineering, during the fall of 1985. The preliminary report, to which the dean would respond before the final decision was made, indicated that there was concern about student quality and the scarcity of faculty members who were registered professional engineers. In referring to two of the three programs, civil and mechanical, the team indicated that "Action...to deny accreditation is a distinct possibility."

The preliminary report stated that the College should:

- Publish guidelines for choosing elective courses that can be used to meet design requirements for the civil engineering program.
- Continue to address overall student quality as the civil engineering program matures.
- Plan for continued replacement and modernization of mechanical engineering laboratory equipment, and
- Increase the number of full-time faculty members in mechanical engineering.

Dean Dantin responded to the concerns expressed in the preliminary report, and in July of 1986 the College was notified that all three programs had been accredited, approximately one year after the first graduating class.

### **Graduate Programs**

In August, officials from the Chancellor's Office and the two campuses met with Dean Dantin to discuss the establishment of graduate programs in engineering. Since the Board would hear requests only at the October meeting, it was necessary to submit a request for planning the master's degree in civil, electrical, and mechanical engineering immediately. Dr. McTarnaghan received the following letter from Richard Hogg, FAMU Vice President for Academic Affairs, after notifying him that a FAMU/FSU engineering proposal was on the October agenda:

To my knowledge, no one at The Florida A&M University outside the College of Engineering Sciences has yet seen the proposal for the M.S. Programs in Civil, Electrical and Mechanical Engineering.

Therefore, it is not possible for FAMU to give support to a planning proposal that key university administrators and councils have not reviewed.

Hopefully, we will be given the opportunity to review the proposal prior to placing it on the BOR agenda.

The Board approved the master's degree planning request, but evidence indicated possible problems with putting into practice the theoretical aspect of a joint college. Another example of the problematic nature of the situation was placement services for the College.

### **Career Placement Services**

In May of 1986 the FSU Career Placement Director expressed his concern about the "development of services that are needed to facilitate the Career Planning & Placement needs of the students in the College of Engineering." He requested "specific direction from the College as to the degree and extent of support they anticipate our office will provide, and how we will coordinate that effort with the Florida A&M Career Planning and Placement



Office." (May 13, 1986, letter from B. O'Neal to B. Leach, FSU Vice President for Student Affairs)

The idea that FAMU cooperate in a two-campus, coordinated placement effort for the College was not well-received on the FAMU campus. Vice President Leach expressed his opinion to Vice President Turnbull in October.

Career Center Director Bob O'Neal has recently informed me that Mrs. Eddie Jackson, the Florida A&M Placement Director, called to tell him that President Humphries has decided that FSU students in the FAMU/FSU College of Engineering would not be allowed to utilize their (FAMU) placement services.

In my estimation this decision is totally unacceptable and contrary to the cooperative spirit that needs to prevail in this critical area of student employment. (October 10, 1986, memo from B. Leach to G. Turnbull)

Vice President Hogg recalls that "We wanted to preserve our separate career placement because we wanted to maintain our niche in recruitment. We wanted the recruiters to see black students separately. FSU put a placement person at the College, without consultation, but we wanted the FAMU engineering students to come to the FAMU campus." (Conversation with Richard Hogg, October 23, 1989)

## Summary of 1986

Overall, however, 1986 had been a good year; enrollment was over 700 students, research funding had been established, the faculty was growing, a new building was starting to take form, three academic programs had been accredited and another, chemical engineering, was scheduled for accreditation the following year.

But the College of Engineering was far from being a bed of roses. Dean Dantin had made every effort during his tenure to identify the College as one entity, with an identity separate from either university. But because of the fact that some programs were housed at FSU and others at FAMU, and because all faculty in one department, for example, were appointed and tenured through FSU and all the faculty in another were appointed and tenured through FAMU, there still existed the strong separatist notion that FSU "owned" some aspects of the College while others "belonged" to FAMU. The main concern, therefore, during the coming year would be how the College was organized and managed - especially in light of Dean Dantin's upcoming resignation.

## **THE TRANSITION - 1987**

Chancellor Reed's memo of January 14, 1987, to Presidents Humphries and Sliger was a precursor to the concerns that would occupy the administrations for almost all of 1987.

Although I understand that your two institutions have met a number of times in the past to decide upon a system to manage the Engineering School, I would like to convene a meeting of the three of us, now that the construction of the building is underway, in order to review the plan for managing the school.

The meeting should result in a written document that will formalize what we orally agree to. That document will clearly spell out who is responsible for performing which functions. I will feel a lot better about the management of the Engineering School when we have such an agreement in written form, and I assume you will also.

### **Division of Responsibilities**

The Chancellor had a ten-item agenda containing various issues for which either one or the other university would be responsible. As a result of that meeting and further discussions, a document entitled "Division of Operational Responsibilities Between Florida A&M University and Florida State University" was formalized on March 31, 1987. The document provided a brief background and summary of the Newell/Smith/Sliger agreement of 1982 and defined a new Joint Management Council:

There is a single dean reporting directly to the two academic vice presidents. The College has a Joint Management Council consisting of the presidents, vice presidents for academic affairs and vice presidents for administration of the two universities.

The agreement then provided in detail a division of operational responsibilities for the two universities, covering items such as building maintenance, security, budget, insurance, purchasing, property inventory, food services, utilities, transportation, information systems, and personnel.

It was agreed that the College budget would be included permanently within the FAMU overall budget rather than moving from one institution to another, although it was strongly recommended that the SUS seek formal separate budget entity status for the College. It was also agreed that faculty would "belong" to the employing institution, would meet uniform College criteria for promotion and tenure, and would proceed through the separate university procedures.

Dean Dantin had informed the central administrations of both universities in early 1987 that, because of health reasons, he would not continue as dean after the 1986-87 academic year. Even though the March 31 operational document had appeared to organize the College administratively, it would be the organization

of the College itself that would hinder the approval of the next degree program, industrial engineering, as well as delay the search for a new dean.

## **Industrial Engineering Proposal**

On March 12, 1987, Vice Presidents Turnbull and Hogg requested approval from the Chancellor's Office to waive the feasibility and planning steps for the development of the industrial engineering program. As reason for the waiver they cited the original 1982 agreement which had listed industrial engineering as one of the planned degree programs. The request was referred to the Chancellor's engineering consultant, Dr. Hogan, who replied:

They based their request primarily on the agreement of February 11, 1982 which was signed by both presidents and the chancellor. It is this agreement that stresses "single program" approach for the college. The schools have violated the agreement quite seriously by informally agreeing among themselves that FAMU should have the programs in Electrical (Electronics), Civil, and Industrial Engineering and that FSU should have the programs in Electrical (Computer, Power, et. al.), Chemical, and Mechanical Engineering. The faculty have their primary appointments in one of the universities according to the above agreement. Even financial operations, such as purchasing of equipment, follow the division by program outlined above. This certainly is not a "single program" in its operation, and I believe that the problems that already exist in personnel, finance, purchasing, and other areas will only become worse in the future. I understand it has already caused difficulty in hiring new faculty, and I am sure it will be increasing the difficulty in hiring a new Dean.

My concern, therefore, is not with the Industrial Engineering program, per se, but that the pressure for its initiation would be to provide parity between the two institutions. I am not sure, therefore, that this is the healthiest atmosphere to initiate a new engineering program. (March 24, 1987, letter from J. Hogan to R. McTarnaghan)

Vice Chancellor McTarnaghan responded to the request for a B.S. in industrial engineering by stating that "Given the problematic sub rosa separation of degree programs which exist, Dr. Hogan is not able to recommend establishment of the new degree program" (April 7, 1987, letter from R. McTarnaghan to R. Hogg and G. Turnbull); the Chancellor's response, directed to Presidents Sliger and Humphries, followed:

Thank you for sending me a copy of the March 31 agreement, signed by both of you, that would provide a method for managing the FAMU/FSU College of Engineering. I appreciate your effort in reaching the agreement, but it is my judgment that it will not give us the kind of management stability that is needed for the College.

My reticence to approve the agreement is based upon a recent report by Dr. Joe Hogan, which leads me to believe that we do not yet have the kind of unity of effort and purpose in the College that is essential, and upon reports

from others that only confirm Dr. Hogan's assessment. I gather that the two Presidents may have a much better working relationship and a greater commitment to the concept of a single, unified College of Engineering than do many others who are more intimately involved in the day-to-day operation of the College. In short, it appears to me that the February 1, 1982, agreement is not being followed by the rank and file.

Because of my concerns, I must ask you to suspend the search for a new Dean until we resolve the much broader issue of governance. (April 21, 1987, memo from C. Reed to F. Humphries and B. Sliger)

### **Governance Concerns**

Meetings were scheduled on May 27 to discuss various concerns that had been raised by the Board staff. In advance of this meeting, Vice Chancellor McTarnaghan presented a summary of pertinent points to Vice President Turnbull:

- He (Dr. Hogan) notes that another agreement, not the one signed by the 2 presidents and Chancellor is operative. It appears that is the 1981 agreement drawn up by Lannutti and Kidd to "divide the pie."
- The majority of the faculty were to be on joint appointments. The courtesy appointment is not a joint appointment.
- The "single program" concept in the agreement has been violated as noted by Hogan. Conversation with Dantin appears to confirm this.
- Dantin was unaware of the 2/11/82 agreement when he came in - only of the Kidd/Lannutti agreement. I have given him a copy of the agreement.
- Dr. Hogg was unaware of the 2/11/82 agreement. I have given him a copy.
- The agreement of 2/11/82 noted the Dean reports directly to the Vice Presidents at FAMU and FSU. As we are entering a search process, I asked Dr. Hogg what was his role in the search. He replied "Nothing - it is being handled by the President."

(May 20, 1987, memo from R. McTarnaghan to G. Turnbull)

Dr. McTarnaghan also expressed concern that, contrary to the original agreement, there was not a "single core of courses" comprising a pre-engineering curriculum; in other words, there were differences between the two universities as to their general education and pre-engineering course requirements.

On the 27th of May, Presidents Sliger and Humphries met with Chancellor Reed and Vice Chancellors McTarnaghan and Blackwell in one meeting, while another was scheduled for Board staff (9 attended), College of Engineering administrators (8 attended), FSU central administration (2 attended), and FAMU central administration (no one attended).

President Humphries took the position that the College was working well and that the designation of departments as belonging to one university or the other was a "paper division" only. He felt that the assignment of resources to FAMU or FSU protected FAMU from future loss of the engineering college (as it had lost past joint programs), and that such an assignment was important to his constituencies. President Sliger felt that he could not approve any automatic dual faculty appointments without further discussion of implications with the FSU Faculty Senate. So, all in all, "nothing was resolved, but...there were candid exchanges of opinions on a number of issues." (May 28, 1987, memo from G. Turnbull to R. Hogg)

The second meeting was more informational in nature, with Dean Dantin providing a sixty minute overview of the development of the College, including a review of enrollment, the organization chart, the faculty of each department, the research program of each department, and plans for the new facility. The two major questions raised by the Board staff were enrollment figures and the "single program" concept.

There had been differences between enrollment figures reported by the universities and those available to the staff; it was decided that further analysis was called for. Dean Dantin felt that the major hindrance to a true "single program" was the budget division between the two universities, carrying with it faculty assignments to a particular institution. It was agreed that the Board staff would explore possible options on the budget.

The summer and early fall of 1987 would be one of administrative studies, reports and presentations. It was unclear how the College would look afterwards, but it was certainly clear that everyone had an opinion how it *should* look.

### **Proposed Management and Governance Plan**

On June 15, Chancellor Reed forwarded a proposed "Management and Governance Plan for the FAMU/FSU College of Engineering" to Presidents Sliger and Humphries. The Plan indicated that:

- A complete budget for the College would be separately identified.
- A Joint Management Council consisting of the presidents and the academic and administrative vice presidents of the two institutions and the Chancellor would be established.
- A six-person Joint Academic Affairs Committee, consisting of two non-engineering faculty members and one engineering faculty member from each institution, would be established, would function in place of the university-wide committees on curriculum and tenure at the two universities and would make tenure and curriculum recommendations to the presidents.

- The dean would be the chief administrative and budget officer of the College, would recommend to the presidents the employment of faculty and other personnel, and would have the power to contract for and purchase administrative and support services from either university, other governmental entities, or from the private sector.
- Tenure would be held by faculty in the departments of the College and at both universities; upon recommendation of the College tenure committee, the dean would make tenure recommendations to the Joint Academic Affairs Committee, which, in turn, would make its recommendations to the presidents.

The document motivated discussion on both campuses and would undergo considerable change before reaching a mutually agreed-upon form. Steve Edwards, Dean of the Faculties at FSU, was "very concerned" about the document, and felt it represented a "major blunder." He felt that the authority given to the Joint Academic Affairs Committee with regard to tenure and curriculum violated the FSU constitution, as did the idea of tenure at two universities. He felt that a new document was "totally unnecessary. The current agreement is operative and handily achieves all the goals that they profess." (June 25, 1987, memo from S. Edwards to G. Turnbull)

In addition, the FAMU tradition of a very centralized administration, with primary decision-making responsibility lying with the president rather than deans or vice presidents, did not lend itself to granting budgetary and purchasing power to the dean.

Taking these facts into account, Chancellor Reed forwarded a revised version to the presidents in August, and requested that an organizational meeting of the Joint Management Council take place as soon as possible.

Major changes in his August version included:

- The Joint Academic Affairs Committee would be composed of two non-engineering faculty members from each institution and two faculty members from the College of Engineering. The Committee would not function in place of any committee, but would make tenure recommendations to the university-wide tenure committees on each campus, which in turn would make their recommendations to the presidents.
- References to the dean as chief budget officer of the College with contractual power were removed.
- The description of the tenure process was revised to include the university-wide tenure committee on each campus; faculty would not hold tenure at both universities, but in departments of the College.

These changes were far from being the last; this latest version would merely form a framework for continued discussion. It would not be until the end of 1987 that any sort of final agreed-upon document would be produced. But, more importantly, the fall semester would soon begin and the College was without a dean.



A search committee had been appointed in the spring of 1987, but as a result of the Chancellor's April 21 memo had suspended their activities. The committee, via an August 11 memo to Vice Presidents Turnbull and Hogg, had requested to reopen the search. The first meeting of the newly defined Joint Management Council was scheduled to meet on August 31 and they would decide how to proceed at that time.

### **Joint Management Council**

The August 31 meeting was attended by Chancellor Reed, Presidents Humphries and Sliger, Vice Presidents for Academic Affairs Turnbull and Hogg, Vice Presidents for Administrative Affairs Carroll (FAMU) and Hodge (FSU), and Vice Chancellors McTarnaghan, Bedell, Blackwell and Maddox. It was decided that:

- President Humphries would serve as chair for the first year.
- The dean would be added as an ex officio, non-voting member of the Joint Management Council and would serve as secretary.
- The Council would meet within two weeks to resolve remaining issues on a comprehensive budget for the College.
- The Council would do whatever is necessary for the success of the single College concept.
- There was a "great reluctance" to extend the dean search. Vice Presidents Turnbull and Hogg were designated to meet with Professor Krishnamurti Karamcheti, chair of Mechanical Engineering, and to offer him the appointment of interim dean.

### **Dean Krishnamurti Karamcheti**

So, on August 31, 1987, Dr. Karamcheti was asked if he would immediately assume the interim deanship of the College. He agreed, and effective September 1, 1987, the FAMU/FSU College of Engineering had a new interim dean - Professor Krish Karamcheti, who would later be appointed dean of the College and is currently holding that position.

Dr. Karamcheti had joined the Department of Mechanical Engineering as chair in 1986 after serving as Professor of Aeronautics and Astronautics at Stanford University for several years. He had done his graduate work in aeronautics at California Institute of Technology and would be instrumental in establishing the much-desired doctoral programs at the College. Although Dr. Dantin had left an extensive written document detailing the administrative procedures of the College (Conversation with E. Dantin, September 27, 1989), Dean Karamcheti came into the position sometime after Dr. Dantin had left the area on leave, and there was no documentation to be found. A department chair one day and a dean the next, Dr. Karamcheti felt that there was "no transition at all. The first

thing I did was to try and find out what needed to be done."  
(Conversation with K. Karamcheti, May 18, 1990)

## **Engineering Program Review**

*"The Industrial  
Engineering  
Program should  
be delayed..."*

One of the first items awaiting Dean Karamcheti's attention was a statewide Engineering Education Program Review, which would be presented to the Board of Regents on October 29, 1987. It had been five years since the "engineering enhancement" funds had been requested by the Board and approved by the legislature. The Chancellor's Office had asked Dr. Hogan to review the progress in engineering education that had occurred across the state during the five year period. His report would address several general concerns: programs, students, faculty, support staff, equipment, space, and FEEDS (Florida Engineering Education Delivery System). It would also review the specific engineering programs at each of the six campuses and make recommendations on future efforts.

The one general recommendation affecting the FAMU/FSU College of Engineering would be that having to do with programs, since there were several new programs, both graduate and undergraduate, yet to be approved. Dr. Hogan's report stated:

As the newer colleges in the state become more mature, there is a tendency for them to add new degree programs even though enrollment projections have not been met in their existing programs. New Bachelor degree programs frequently use resources that could be used to improve the quality of existing degree programs.

Recommendation: New undergraduate degree programs should not be considered for an institution until the existing degree programs at that institution are adequately funded and a need for a new program is clearly demonstrated. Masters degree programs should ordinarily be initiated only after the corresponding undergraduate degree has become assured of accreditation. New doctoral programs should not be considered unless the corresponding masters program is relatively large and the faculty have already demonstrated research excellence and attracted the research sponsorship needed to sustain a doctoral program.

Dr. Hogan complimented the College in his review.

The college is to be commended for achieving accreditation in all four of its programs in the first ABET visits to review its undergraduate curricula. Progress has also been made at the masters level and in the research program. Future doctoral program initiation will be dependent on the research and publication record of the faculty and the productivity of the program at the masters level. The \$779,000 expenditures in 1985-86 in research support is excellent progress for a new college.

but the overall review and recommendations were received with less than great enthusiasm by the universities and the College. Dr. Hogan continued:

The FAMU/FSU College of Engineering was supposed to be a single college operated jointly by the two institutions. It was intended that there be only one curriculum and one set of faculty. It was anticipated that students in any program would be registered students in one of the two universities and receive their degree from that institution; however, standards for all students would be the same. Nevertheless, each school had developed "ownership" of particular disciplines, and most appointments for faculty were made in the university that had laid claim on that particular degree program. A number of operating difficulties evolved, and at the present time, the chancellor is working with the officers of both institutions in order to come up with a management plan that will provide a workable solution to these problems. The 1982 report (Engineering Excellence For The Decade Ahead, page 53) suggested that one possibility could be a free-standing college such as in the Claremont group of colleges, where the engineering college (Harvey Mudd College) "buys" the non-engineering courses taken by the engineering students from one of the other institutions in the group.

Recommendation: A management plan should be developed by the two institutions as soon as possible and when approved by the chancellor should be put in place as soon as possible. New program consideration should be delayed until the management plan is in place.

An immediate problem is the lack of a dean. The college is in a crucial stage of its development and it is important this position be filled as soon as possible.

Recommendation: The search for a dean should be accelerated and be a high priority of both institutions.

Enrollments in engineering have lagged behind the original plans for the college. Additional efforts should be made to increase enrollments, particularly those of women and minorities. Some past enrollment statistics were inaccurate due to the difficulty in identifying students with the appropriate institution; some double counting inadvertently occurred. It is possible that any new degree programs will take students from some of the already existing under-enrolled programs, and it is therefore quite important that future projections be more accurate.

Recommendation: The Industrial Engineering Program should be delayed until enrollments in existing programs are examined to see if there is continued growth in Fall 1987 enrollments.

(Status of Engineering Education, State University System of Florida, October, 1987, J. Hogan)

### **Dr. Turnbull's Response**

Vice President Turnbull responded to the report, summarizing the current state of affairs and requesting that the Board permit the expansion of undergraduate and graduate programs at the College.

In its relatively-short life the Joint College has faced at least three significant challenges.

The first challenge was starting from scratch a truly unique entity—a brand-new single college of engineering to be owned and managed by two separate universities assigned different missions by the Board of Regents.

This particular joint venture certainly faced obstacles. Any joint program within a university or between universities is a difficult venture. FSU and FAMU, in fact, work extremely well together, but each must constantly deal with the fear of loyal supporters that any joint venture in some way will hinder the institution's efforts to accomplish its assigned mission.

Our second challenge was dealing with the incorrect perception that the single college concept had been violated by the universities and that drastic management changes were necessary to correct a nefarious subversion of this Board's direction.

In March of 1987, in preparation for the move to the new building, President Sliger and President Humphries signed a formal document dividing operational, administrative responsibilities between the two universities. Somewhat later a search for the new dean was initiated. ABET accreditation was achieved for the fourth department; the master's program implementation request for that department was submitted along with the first of the planned doctoral program requests. In keeping with the original plans approved by the BOR, plans were submitted to activate the fifth department, industrial engineering.

*"There has been and may be still a need for better communication."*

Then to our surprise, everything came to a sudden halt. The agreement was rejected, the search suspended, the new degree programs put on hold until a management plan was approved. Technically we are still in that stage as an October 15, 1987 memorandum to Vice President Hogg and me from Vice Chancellor McTarnaghan states.

It is clear that there has been and may be still a need for better communication. For that failure the universities take primary responsibility; in hindsight, it is clear that the logistical difficulty of arranging meetings of our College Joint Management Council (consisting of the Chancellor, two presidents, four vice presidents and normally involving one or more vice chancellors) contributed to communication problems between the universities and the Board and within the campuses.

Nonetheless, significant progress has been made in dealing with the "single college" concern which you need to know about and which is not reflected at all in the October 14 draft of your consultant's report.

The two universities have had a number of meetings with BOR staff to discuss mutual concerns. I think the following is a fair summary of the very positive results:

1. The primary factor leading to a conclusion that the "single college" concept was being violated rests on the fact that faculty do have a primary appointment in one or the other university and for two of the four active departments, all of the faculty in one department were appointed to FSU and all in the other were appointed to FAMU.

I believe we have demonstrated this appointment pattern was not an effort to circumvent BOR policy. Instead it is an artifact of the necessity to divide everything between campuses because of the State of Florida's personnel, budget and other administrative procedures, and the physical necessity of dividing activities between the campuses until we are able to move into the new facility.

Nonetheless, it is clear that the universities were not sensitive to the mistaken impression that could, and did, result. To external observers the two departments with appointments on only one campus were obviously much more significant than the two departments which have appointments on both.

*"We have eliminated completely the concern that two separate colleges were being constructed..."*

2. We have placed on the dean the responsibility of ensuring that future faculty appointments will result in all departments having faculty with primary appointments to each of the two sponsoring universities.
3. The universities have demonstrated their original and continuing commitment to a single college, and the BOR staff has come to understand better the procedural constraints forcing us to place primary responsibility for almost any administrative action beyond the College at one university or the other.
4. We are moving through BOR channels the creation of a new faculty appointment modifier specifically designed to describe the type of joint appointment intended in the College; nothing currently in place adequately conveys the long-standing intent that faculty members of the College should participate in teaching, research and service responsibilities of both universities.
5. We have reaffirmed the existence of a single engineering curriculum for both universities.
6. The March, 1987 agreement on administrative responsibilities beyond the College has been reviewed and approved.
7. A similar agreement on academic oversight beyond the College has been approved in concept and is being put into final form for approval.
8. Budget staff of the BOR and the university are trying to figure out just how to implement technically the agreed-upon concept of a separate and distinct budget for the College of Engineering.
9. An interim dean with a distinguished record, Dr. Krishnamurthy Karamcheti, has been appointed and is at work.
10. We have resumed the dean's search and two candidates are now being scheduled for interviews.

In sum, I believe we have eliminated completely the concern that two separate colleges were being constructed, and we continue to make excellent progress in learning how to administer this unique College. By the end of this semester we expect to move into the new facility which will be a major boost for every dimension of the College.

Our third challenge remains - and that is dealing with the lingering results of the misperceptions about the status and condition of the College still contained in the October 14 draft of your consultant's report.

Having to deal with the ten items I just cited has made it impossible for either the universities or the BOR program staff to sit down and discuss pending and proposed degree programs so I do not know how extensive our disagreements really are nor what it will take to resolve them.

Since at least the February 11, 1982 agreement by President Sliger, President Smith and Chancellor Newell it has been clear that the College would consist of five departments—electrical, civil, mechanical, chemical and industrial. Three of the first four have degrees approved through the master's (the chemical master's is pending your approval); the Department of Industrial Engineering is organized and seeking approval for its bachelor's degree. The first doctoral degree request, in mechanical engineering, is now before the Board. In keeping with what we understand to be the original plan and intent of this Board and the Legislature, the College, its faculty and its facilities have been designed to support degree programs through the Ph.D. in all departments.

Therefore:

- we see no reason to delay the industrial engineering program
- and we fundamentally disagree with the inference that doctoral capability should be judged on performance at the master's level; we have recruited a doctoral-level faculty and they should be judged on their merits as such and on the quality of the doctoral programs they are in the process of designing.

In conclusion, we are convinced that an objective review of our College will confirm a remarkable level of accomplishment in an incredibly-difficult undertaking. We hope that you will insist on such a review as you consider each of our next degree program requests; we further hope that we will be permitted to bring these requests to you in an orderly fashion without the imposition of artificial barriers. ("Comments of FAMU/FSU College of Engineering with Reference to the Report *Status of Engineering Education*," G. Turnbull, October 29, 1987)

### **Program Review Accepted**

Despite Vice President Turnbull's eloquent summary and request, the Board accepted the Engineering Program Review as supplied by Dr. Hogan. From the Board minutes:

Mr. Sessums reported that an Engineering Program Review Update was conducted for all engineering programs within the System during June, July, and August, as a follow-up to the Program Review which had been conducted in 1982. He said that Dr. Joseph Hogan, former Dean of the College of Engineering at Georgia Tech University and at Notre Dame, had served as the lead consultant for the 1982 Program Review and for the follow-up review. He said that the purpose of the review was to examine the extent to which the recommendations approved by the Board in 1982 had been implemented.

Mr. Scruggs inquired about the number of engineering colleges five years ago; Dr. Hogan responded that there had been four programs five years ago and that there were now six. He said that since 1982, FIU's engineering program had been authorized by the Board, as had the FAMU/FSU College of Engineering. The Chancellor noted that Presidents Sliger and Humphries were close to agreement on the joint management of the FAMU/FSU College of Engineering.



Mr. Sessums moved that the Board adopt the recommendations and findings contained in Dr. Hogan's report. Ms. Bryant seconded the motion; and members of the Board concurred. (BOR Minutes, October 29-30, 1987)

The industrial engineering program would eventually be approved, as would doctoral programs, but it would take time and considerable effort on the part of the faculty and administration of the FAMU/FSU College of Engineering. And it wouldn't happen in 1987.

## **Finalization of the Management Plan**

What *would* happen in 1987 was the finalization of a management plan for the College. The resulting plan, given in the Appendix, was a combination of the March 31 agreement on the division of operational responsibilities, and the often-revised management/governance plan suggested by the Chancellor in August. Vice President Hogg recalls that:

The Vice Presidents did most of the hassling on this. There was no tough negotiation really.

The success we had was due to the fact that Sliger, Humphries, Turnbull, and I had a desire to make it work. The presidents and provosts must buy in. Once management is reconciled to the worth of the project, we will work together to insure it comes to fruition. (Conversation with R. Hogg, October 23, 1989)

## **Summary of 1987**

Nineteen eighty seven had turned out to be a very frustrating year for the College and those associated with it. Dean Dantin's resignation had left the College without a leader and the search for a new dean had been a frustrating failure. The Chancellor's edict had caused the search to be an intermittent one at best, but there had been internal difficulties with the process as well. Si Ostrach, member of the Advisory Board and the dean search committee, recalls that there were "strange machinations going on." (Conversation with S. Ostrach, March 7, 1990) Members of the search committee either wanted the position personally or had a "favorite son" candidate who was focused on to the exclusion of others. (Conversation with E. Dantin, September 27, 1989) Two external candidates were finally invited to interview for the position, but under the circumstances it is not surprising that the search did not produce a willing and acceptable candidate.

To those in the College attempting to develop new and expanded programs, it appeared that the Chancellor's Office was determined to establish roadblocks at every turn. The Engineering Program Review, although complimentary to some extent, had criticized the College on several points and had recommended delaying the implementation of the industrial engineering program and the much-desired doctoral programs. The faculty and administration felt the criticisms of the College to be unfounded and were extremely frustrated with what they considered to be "artificial

barriers" placed in the way of attaining their goals for the College. Although the interactions with the Chancellor's staff had been responsible for producing the required management plan, the process had been time consuming and emotionally draining.

Nineteen eighty eight was on the horizon and most of the frustrations of the past would be forgotten, at least temporarily, in the excitement of moving into the new building. At last the FAMU/FSU College of Engineering had a home.

## **THE COLLEGE OF TODAY - 1988**

The first semester of 1988 brought the students and faculty of the FAMU/FSU College of Engineering together in one place for the first time - the new engineering building had become a reality.

"Everybody has been waiting to share the same building," said Baldine Paul an FSU graduate student in electrical engineering. "It's an opportunity for students to meet one another. Before, you couldn't tell who was an engineering student and who was not, and now you can. And I think it will really enforce our feeling of being included in the same venture, the feeling of being together."

But not all students like being removed from their campuses.

"It's like I go to a different school than every one of my friends," FSU student Kroy Richardson said.

And some students feel the engineering complex should have been built at FAMU.

"I think the reason for the engineering school being established was to increase the minorities and women in the engineering field," said FAMU student Michael Baker. "So why wasn't the school built on FAMU's campus. FAMU has quite a bit of property that's not being used." (Florida Flambeau, January 22, 1988)

In addition to the excitement generated by the new building, the Chancellor's Office had agreed to place the B.S. degree in industrial engineering and the M.S. in chemical engineering on the January Board of Regents' agenda for approval.

### **Program Development**

Guided once again by Regent Ausley, the Board's action was positive, although "contingent upon final signature of the FAMU/FSU College of Engineering Management Agreement."

Mr. Ausley said that the proposed B.S. degree in Industrial Engineering at the FAMU/FSU College of Engineering was consistent with the System's strong support for developing all basic and applied research disciplines, and was part of the mission of both universities. The 1982 Board of Regents/FAMU/FSU decision to establish a curriculum for industrial engineering was to allow this branch of engineering to play a vital role in the rapidly growing high technology industries in Florida.

Mr. Ausley moved that the Board authorize the FAMU/FSU College of Engineering to implement the proposed B.S. Degree in Industrial Engineering, contingent upon final signature of the FAMU/FSU College of Engineering Management Agreement; Mr. Dressler seconded the motion; and members of the Board concurred.

The proposed M.S. in Chemical Engineering in the FAMU/FSU College of Engineering is designed to meet the contemporary needs of Florida and the nation, by providing the technical expertise and direction for regional economic and social problem solution and to maintain the nation's economic, technological, and industrial leadership. Based on the recommendations of Dr. Joseph Hogan, the original

plan between the Board of Regents, Florida A&M University and Florida State University stated that the Master's programs in Engineering should be initiated only after the corresponding undergraduate degrees had been assured of accreditation. The B.S. in Chemical Engineering at the FAMU/FSU College of Engineering received formal accreditation by the Accreditation Board of Engineering and Technology, and the College has received approval for planning authorization for the M.S. in Chemical Engineering.

No additional funds are requested for the implementation of the M.S. in Chemical Engineering. The implementation of this new degree program is dependent upon the final signature of the FAMU/FSU College of Engineering Management Agreement. Changes in the Board rules are being made to guide personnel policies regarding joint faculty appointments. Mr. Ausley noted that the Board had approved the proposed rule change earlier in the meeting.

Mr. Ausley moved that the Board approve the implementation of the M.S. in Chemical Engineering at the FAMU/FSU College of Engineering. Ms. Bryant seconded the motion; and members of the Board concurred. (BOR Minutes, January 28-29, 1988)

*"Program development is seen as a resource allocation decision."*

So by the April 5, 1988, meeting of the Joint Management Council Dean Karamcheti was able to report that there were now five undergraduate and four master's programs that had been approved by the Board and that four of the undergraduate programs were accredited. Expressing the desire of the College for doctoral programs, he reported that research funding had gone past the \$1 million mark, a reflection of the research orientation of the faculty. There were, however, still some concerns over enrollment and program development, as expressed in a memo from Vice Chancellor McTarnaghan to Vice Presidents Hogg and Turnbull.

When the "original plan" was put together by Drs. Kidd and Lannutti, it was part of an increased production plan within the system budget. I have appended that budget worksheet for your review showing 120 FTE in 1983-84, growing by increments of over 100 FTE/year to 473 FTE by 1986-87. This has not happened.

One year ago, after finding some "double counting" of enrollment due to lack of dean's office control on courses and course numbers, BOR did honestly share the new information with legislative staff that actual FTE was less than had been earlier reported. Legislative staff have asked us for data on this each year, because the number of academic positions authorized for the engineering program was believed to be needed for the development and breadth of the program—yet is significantly in excess of what would be associated with an enrollment-driven formula.

From a resource allocation decision framework, there will be a finite number of positions and dollars available in 1988-89. To the extent they are invested in full-time commitment to Panama City (excluding FEEDS program) and in dealing with only full-time graduate students in Tallahassee, the ability to generate more faculty lines to cover more specialties will be inhibited by modest to slow enrollment growth.

Thus, program development is seen as a resource allocation decision for the Management Council, not an activity that will run separately based upon an earlier program plan.

Dr. Hogan has reminded me, and I need to remind you, that in the continuum of accreditation actions that could have been taken with respect to mechanical engineering, the "three years and a visit" is minimum level, not the best, nor the second best.

I will receive a written report shortly from Dr. Hogan. It is my goal to place the Ph.D. in mechanical engineering for feasibility action at the next authorized Program Committee action date - July. You can and should move ahead to have the planning step ready for January 1989. At that time, it would be appropriate for the dean to have laid out all present staffing commitments by program, sub-specialty and allocation of faculty effort so we all can see if what wants to be done, can be done, within the resources available. (April 18, 1988, memo from R. McTarnaghan to R. Hogg and G. Turnbull)

Program development had not come easily for the College, and in fact during the last round had been held hostage to the development of a management plan. Although the Board would approve feasibility studies for the Ph.D. in mechanical and chemical engineering in July of 1988, it would take a considerable effort on the part of those associated with the College to proceed to the actual implementation approval of those degrees. For now, however, there were other items to worry about, namely a large administrative turnover and an upcoming ABET visit.

## **Second ABET Visit**

In July of 1988 Dr. Decatur Rogers resigned as associate dean of engineering and Dr. Willard Toliver was appointed acting associate dean. Effective September 15, 1988, both the chair of civil engineering, Dr. W. Carter, and the chair of electrical engineering, Dr. D. Kerns, left their positions and were replaced by acting chairs. This would be a point of concern for the ABET visitation team, which was scheduled to visit the College on November 6-8 in order to reaccredit four undergraduate programs: chemical, civil, electrical and mechanical engineering.

Dr. Hogan, representing the Chancellor's Office, was present during the exit interview with the accreditation team and reported to the Chancellor in November.

It was indeed rewarding for all concerned to learn that the team was impressed with the progress that has been made since the last visit three years ago. Although the team stressed that the program was moving in the right direction, they cited a number of concerns. Several of these concerns are:

- a. the lack of stability caused by the interim appointment of several administrators in the college (including the dean and two of the department chairmen).
- b. lack of depth in the humanities and social studies

- c. length of time for students to complete degree programs
- d. great differences in the add-drop policies of the two institutions
- e. and timing on the initiation of doctoral programs

The discussion concerning doctoral programs was of particular interest because of the present request from FAMU/FSU for "Authorization To Plan New Programs" leading to PhD Degrees in Mechanical and Chemical Engineering.

The team was obviously pleased with the developing quality of the undergraduate program. They also were quite positive that a doctoral program could adversely affect the quality of the undergraduate programs.

### **Doctoral Program: Recommendations**

I therefore recommend:

1. The "Proposals for Authorization To Plan New Programs" leading to the Ph.D. Degrees in Chemical Engineering and Mechanical Engineering be approved, conditional on compliance with the following recommendations.
2. A detailed staffing and teaching plan for the college should be prepared for the first two years of implementation of these two Ph.D. programs. This plan should specify the number of lines and the rates associated with these lines, as well as specifying FAMU or FSU as the source of these additional lines and/or funds. The Joint Management Council should consider this subject and review and approve any such plan before it is included in the Plan for Implementation. A prime requirement should be preservation of the quality of the undergraduate degree programs.
3. The Joint Management Council should meet to resolve the interim nature of administrative appointments in the college, particularly at the dean's level. The ABET team believed this ambiguity creates leadership problems within the college.
4. The Joint Management Council should meet in Spring 1989 to review the Plan For Implementation before it is submitted to the SUS to insure that commitments by each institution are clearly stated and agreed upon, and that the staffing-teaching two year plan assures the continued quality development of the undergraduate program.

(November 15, 1988, letter from J. Hogan to C. Reed)

Despite lengthy arguments from Dean Karamcheti to the Chancellor's Office and supporting opinions from the Advisory Council, Chancellor Reed remained unconvinced of any immediate need for the doctoral programs. He responded to Dr. Hogan's report:



The development of Ph.D. programs in the College is important, and we will support the planning authorization requests for mechanical and chemical engineering. However, those programs must not be allowed to affect the undergraduate programs adversely. Safeguards such as you have recommended should be incorporated to ascertain that no infringement takes place. (November 29, 1988, letter from C. Reed to J. Hogan)

Nineteen eighty eight had been a year of change. The College had moved into a new building, two new degree programs had been approved, and two departments had new administrative leadership. There was still a sense of frustration in the College with regard to what was considered to be roadblock after roadblock placed in the way of doctoral degree approval, but the ABET visit had gone well and overall there was a sense of optimism, albeit cautious, over what the next year would bring.

## **THE COLLEGE OF TODAY - 1989**

Nineteen eighty nine would bring many noteworthy events: Dean Karamcheti would be appointed permanent rather than interim dean, a second Eminent Scholar Chair would be established by the Centel Foundation, four undergraduate programs would be accredited for another three years, and, finally, doctoral programs in mechanical and chemical engineering would be approved.

On January 6, 1989, the Joint Management Council met to discuss the proposed Ph.D. programs and the issues raised by the ABET team the previous fall. Following that meeting, Dean Karamcheti received a permanent appointment as dean of the College for a period of three years and the interim associate dean received a permanent three-year appointment as well.

Planning authorization for the Ph.D. programs in mechanical and chemical engineering were approved by the Board later in the month, subject to the requirement that the implementation proposal would include a detailed faculty staffing analysis and college-wide graduate and undergraduate course-offering schedules outlining individual faculty member course responsibilities and demonstrating that the undergraduate program offerings would not be adversely affected by the initiation of the doctoral programs. In March, the College submitted proposals to the Chancellor's Office requesting authorization to implement the two doctoral programs, and it was decided to utilize a team of outside consultants to review the proposals and corresponding programs.

### **Review of Ph.D. Proposals**

Dr. Gary Poehlein, Georgia Tech, reviewed the chemical engineering proposal and program and on May 29, 1990, recommended that "The Doctor of Philosophy Degree in Chemical Engineering at FAMU/FSU should be approved beginning with the 1989-90 academic year." Similarly, Dr. Peter Kezios, also of Georgia Tech, submitted his recommendation on the mechanical engineering proposal on June 22, 1989: "Program is recommended for 1989-90; delays would probably harm what is already in place." It appeared that all would be clear sailing for the doctoral programs after such supporting recommendations, but such would not be the case.

In a memo to Vice Presidents Hogg and Turnbull concerning the implementation of the Ph.D. programs, Vice Chancellor McTarnaghan expressed the fact that a recommendation for Board action would be dependent on the upcoming ABET accreditation action. He stated that if ABET granted a three-year-plus-visit accreditation, then the implementation would be "delayed until serious objections are satisfied." (June 27 memo from R. McTarnaghan to R. Hogg and G. Turnbull) And, not

surprisingly considering the age of the College, the accreditation action was indeed a three-year-plus-visit, received in August of 1989.

### **Another External Review**

As a consequence, the decision was made to engage a team of consultants from Georgia Tech, headed by Dean William Sangster, to evaluate whether the shortcomings identified by ABET had been "fully and satisfactorily addressed." Since the Ph.D. program implementation would depend on a positive report, the faculty and administration were understandably anxious during the early fall of 1989. The consultants visited the campus on September 6 and 7, and submitted their report on September 11, 1989. It read:

The authors were all greatly impressed by the evident commitment of the faculty and administration to the development of undergraduate programs which could be fully accredited by ABET. The standards by which such programs are accredited are sufficiently imprecisely defined and non-uniformly applied as to make guarantees risky. Nonetheless, the authors feel confident that the undergraduate programs are of prime concern to the faculty and administration and will not be permitted to deteriorate once doctoral programs are begun.

In passing it should be noted that the programs up to this point have been developed admirably in an almost unbelievably cooperative manner. The two institutions should be commended for their continuing pioneering efforts.

The authors are firmly convinced that no useful purpose would be served by delaying the implementation of the doctoral program review and approval process on the grounds of ensuring the quality of the undergraduate programs. These latter programs are strong, probably accreditable, and with the obvious commitment of the faculty and administration are likely to remain so. Delay in implementing the doctoral programs on the other hand, potentially could have very deleterious effects on the undergraduate programs. Lowered morale and likely faculty attrition are but two of the probable results.  
(Consultants' Report on Undergraduate Programs in Engineering - Florida A&M University/Florida State University, September, 1989)

Two days later, on September 13, the Board of Regents approved degree programs that had been proposed some three years earlier. The College had at last become a doctoral granting entity.

### **An Appropriate Ending**

The FAMU/FSU College of Engineering is the result of the labors of many individuals. It has grown and evolved to become unlike any one vision or plan, and the fact that it exists as it does speaks for the dedication of those involved. There are problems yet to be solved, but there are people working diligently to solve them. The 1989 ABET report describes their success story and provides an appropriate ending to this history:

The FAMU/FSU College of Engineering represents a rather unique experience in American engineering education. Florida A&M University and Florida State University are to be commended for their sincere and effective efforts to combine their resources to create a single unified group of quality undergraduate engineering programs. The EAC views as particularly impressive the commitment of these institutions to providing engineering education opportunities for minorities and women, both of whom have been representative of the historically dominant enrollment of the two institutions and who have traditionally been under-represented among American engineering graduates.

## PARTING SHOTS

Growth is a painful process, birth even more so. During my conversations with the individuals who were associated with the birth and growth of the FAMU/FSU College of Engineering, I made an effort to determine a retrospective viewpoint. So I am presenting in this chapter a collection of thoughts on what people would have done if they had the chance to establish the College over again and/or to give advice to those who would consider such a venture. There are differences, of course, because of when the individual was associated with the College and because of their particular perspective. But there are also a number of commonalities running through the discussion. I will leave it to the reader to synthesize what follows.

### Duby Ausley

Duby Ausley

Then: Chair, SUS Board of Regents

Now: Member, SUS Board of Regents

The FAMU/FSU College is unique. We have found that a joint endeavor is *really* difficult. There must be a strong desire on the part of both parties to succeed.

I'm not sure a normal dean search process works because the person must be so unique.

If it's the right thing at the right time with the right people it will work. We took a window of opportunity; if it had been wrong it wouldn't have worked.

### Elvin Dantin

Elvin Dantin

Then: Dean, FAMU/FSU College of Engineering

Now: Professor of Civil Engineering, FAMU/FSU College of Engineering

One of the major difficulties is recruiting individuals who would not have any prejudice whatsoever. But you come into a position with no prejudice and you may develop some.

For a concept to be truly joint, there must be no division anywhere, in the curriculum, the policies, *anywhere*.

The reason I had a moderate degree of success was that I was not intimidated by anyone. I could leave anytime.

One building would have solved many of the separation problems.

There was racial tension in the program from the beginning; there still is since some people don't really understand what the program is all about.

The values of all the departments must be consistent with the goals of the College.

The dean must be a thick-skinned person who will face problems without intimidation, who will plan and capitalize on mistakes. You must be willing to take the path of most resistance, be ambitious, self-confident, and a risk-taker.

This is a unique entity that requires a unique administration. The head of the College should be a vice president; there are now too many echelons for sound decision making.

**Steve Edwards**

Steve Edwards

Then: Dean of the Faculties, FSU

Now: Dean of the Faculties, FSU

We had to keep saying over and over, "It's *one* engineering school, it's *one* program." The fact that CE was FAMU and ME was FSU was a real problem and the physical location made it even more difficult.

The biggest problem was that the sizes of the two institutions dictated completely different administrative procedures. The College should be completely autonomous, with its own purchasing office, foundation, etc.

**Joe Hiatt**

Joe Hiatt

Then: Assistant to the President, FSU

Now: Assistant to the President, FSU

You really need a pro to head it. You have to hire experienced people. And you have to have people at the head of the institutions who are willing to work together.

**Richard Hogg**

Richard Hogg

Then: Provost, FAMU

Now: Provost, FAMU

Traditional avenues for policy have to be revised. If a mandate is the only motivation for something, it won't work. You have to do it because it's good or the right thing to do.

The leadership of the College is very key. That person must not favor one institution over another. It won't work if that is the mindset.



**Fred Humphries**

Fred Humphries  
Then: President, FAMU  
Now: President, FAMU

The biggest problem was trying to break down the notion that a department belonged to one institution or another. The College belongs to both institutions equally. It took awhile to overcome the initial division decision.

The leader of the College needs the sensitivity and knowledge of how to educate minorities and women. That person has to be appreciative of the fact that they are working for two schools, not one at the expense of the other. That person must have a high tolerance level to deal with the situation.

Getting women and blacks out as engineers is *not* ancillary; it is the primary mission of the College. The dean must be dedicated to that mission, to research, and to including women and blacks on the faculty.

If *all* are involved, then everybody feels good about it. It must be done together; if not it becomes fractious. Everything must involve both parties. It must really belong to both. The faculty must be convinced and understand that the College belongs to both institutions.

**Krishnamurti Karamcheti**

Krishnamurti Karamcheti  
Then: Dean, FAMU/FSU College of Engineering  
Now: Dean, FAMU/FSU College of Engineering

The administrative problems of the College have to do with the different procedures at the two universities. The two universities must sit down and agree on administrative procedures for this College, irrespective of the procedures used for the other colleges on their campuses.

There should be *one* set of administrative policies and procedures for the College. Its success depends on recognizing that, enunciating it, and following it. We need common policies that the universities will implement even though they are different from other campus policies.

The College is often treated as a stepchild by both universities; they should still consider the College in the developmental stage.

The leadership must visualize all possible operations of the College, what will be the problems and what are possible solutions. We are finally uprooting the idea that departments belong to one or the other university, but that has taken a lot of time and energy.

Quality undergraduate programs and strong research programs are complementary and any college must have that goal. The *number* of graduates shouldn't be the benchmark, it should be the quality of those graduates. The success of the joint institution must be measured by the quality of its graduates, rather than being funded according to numbers and formula.

Reporting to two vice presidents isn't that bad. Both are really gentlemen, easy to talk to, and supportive. After all, it's their baby too.

If a college is going to be a joint effort between a minority and majority institution, then those who lead the college must have no bias whatsoever. It is extremely important to look for a leader with a broad multi-cultural background, who is nationally known.

### **Charles Kidd**

Charles Kidd

Then: Dean of Science & Technology, FAMU, and Co-Director,  
FAMU/FSU Institute for Engineering

Now: Dean of Engineering Sciences, Technology & Agriculture,  
FAMU

The College will not function led by anyone with a usual mindset.

You must decide on what it is you're creating. There must be agreement on both sides, faculty and administration, about what it will be, what are the objectives and goals.

### **Yulu Krothapalli**

Yulu Krothapalli

Then: Professor of Mechanical Engineering, FAMU/FSU College of  
Engineering

Now: Chair, Department of Mechanical Engineering, FAMU/FSU  
College of Engineering

Selection of the dean is the most important decision for the College; it shouldn't be hurried.

The division of the departments was a mistake. It was a mistake to put two people in charge; you should put one with an advisory committee from both institutions.

You should hire the dean first, then chairs, then the faculty, rather than the other way around. There was a big hurry to hire faculty - hurridness ruins programs.

The College should be a separate entity. If not you run the risk of it being treated as a stepchild by both institutions.

You must define the goal of the program a priori. Our mission is research, and then assuring that minorities have access to a quality engineering education.

This was done because of political pressures. It wasn't anyone's brilliant idea.

**Joe Lannutti**

**Joe Lannutti**

Then: Professor of Physics, FSU, and Co-Director of the  
FAMU/FSU Institute for Engineering

Now: Professor of Physics, FSU, and Director of the FSU  
Supercomputer Computation Research Institute (SCRI)

The whole effort is a matter of trust, mutual respect, and a common goal.

If affirmative action works, eventually there will be no difference between the two institutions, black vs. white. The solution is to think now about the future, and the future is to work together. We have to work toward a solution that will probably happen 20-50 years from now.

The location is a concern for the College. Its location is remote from the other academic programs, library facilities, general university services, etc. Although designed and promoted as a program to appear to be on both campuses and although originally promoted enthusiastically by both campuses, today it seems to be treated as a stepchild on either campus.

Although it was politically decided as necessary, the arbitrary splitting of the administration of the programs led to asymmetric development of facilities and programs. The program development would have been more uniform if FSU had been responsible for it all even if the physical facilities had been split between campuses.

The lack of emphasis on establishing graduate research programs led to the employment of faculty members who were not driven to do so. No effort was made to connect with research departments on the FSU campus.

**Herb Morgan**

**Herb Morgan**

Then: Chair, Florida House of Representatives Appropriations  
Committee

Now: Tallahassee businessman

You can't do it without someone divorced from the cooperating entities who is in a strong enough position to assist but stay removed from it.

The sooner you have a dean the better. The dean must be a strong, experienced person, not a first-time dean.

**Barbara Newell**

Barbara Newell  
Then: Chancellor, SUS  
Now: Professor of Economics, FSU

I have spent a great deal of my life trying to bring together different constituencies and it is one of the most difficult things imaginable.

**Lee Neyland**

Lee Neyland  
Then: Acting Vice President for Academic Affairs, FAMU  
Now: Professor of History, FAMU

You must study the peculiarities of the institutions involved. You must put into place policies that will insure the integrity of each institution. As you study the differences in administrative patterns, you must make certain there are opportunities for growth and development for both institutions.

For a joint college to be effective, it must have faculty and administrators who serve as role models. And there must be a conscious effort to make it happen.

**Gene Sherron**

Gene Sherron  
Then: Director, Office of Computer & Information Resources, FSU  
Now: Director, Office of Computer & Information Resources, FSU

From an efficiency point of view, it's better not to create a third university. But the administrative plan of split responsibility is insane. Give all the major administrative functions (budget, purchasing, comptroller) to one university.

We can be critical of an organization, but it may have been set up to take advantage of where capable people are, which may not necessarily be the most logical of organizations.

**Walter Smith**

Walter Smith  
Then: President, FAMU  
Now: Professor of Education, FAMU

Be sure that the organization is physically located in a way that it is not identified with either institution.

If the joint effort is across ethnic lines, then a strong effort should be made to recruit faculty, dean, and associate dean along ethnic lines. Students need to be able to identify with competent professionals.

## **EPILOGUE**

Although I have been working out of the President's Office at Florida State University during my year as an ACE Fellow, I have attempted to make this history as objective as possible. To those who feel that they were portrayed incorrectly at some point in the story, I apologize, but what I have presented is to the best of my knowledge a true and factual history of the FAMU/FSU College of Engineering.

I would be remiss indeed if I did not take this opportunity to thank those many individuals, not all of whom are referenced in the story, who so generously gave of their time to talk with me about the College. I would also like to express my appreciation to Dr. Judy Kuipers, Vice President for Academic Affairs, and Dr. Elden Shaw, Dean of Engineering, at my home campus of California State University, Fresno. Without their support, this year would not have been possible for me.

So to all of you - at Cal State Fresno, FAMU, FSU, and ACE - my sincere thanks and very best wishes. May the history that you're making be a happy and successful one.

*Karen Fratr  
Tallahassee, Florida  
June, 1990*

## APPENDIX

### **Management Plan of the FAMU/FSU College of Engineering**

### **Memorandum of Agreement on Management Plan of the College of Engineering**

Florida A&M University  
Florida State University

#### **Background**

#### **Background**

The Board of Regents and the Legislature authorized the establishment of the FAMU/FSU College of Engineering as a unique college to be jointly operated by FAMU and FSU and drawing on the strengths of each.

President Walter Smith, President Bernard Sliger and Chancellor Barbara Newell on February 11, 1982, approved "Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in Tallahassee."

In 1987, as the College prepared to move to its new facility, its Joint Management Council with the assistance of the staff of the Board of Regents has developed this Management Plan based on the following operational principles:

There is one College of Engineering with one engineering curriculum subdivided into departments and degrees as approved by the Board of Regents. All students meet the same engineering and pre-engineering course requirements. All faculty participate fully in the instructional, research, and service responsibilities of the College.

Students are admitted to and are graduated from one of the two participating universities.

Faculty are employed by and earn tenure at one of the two participating universities. Faculty members employed by one university are automatically designated "joint college faculty" in the other university with all rights and privileges associated with that appointment.

Each department of the College is to be made up of faculty members with primary appointments at each university. The dean will recommend to the Joint Management Council a plan to achieve and maintain an equitable and appropriate ratio of faculty members with primary appointments at the two universities. Faculty members holding primary appointments at each university will serve on the search and screen committees for each new or vacant faculty position.

There is a single dean reporting through the two academic vice presidents to the College Joint Management Council.

The College uses the business and other support services of both universities in keeping with the prohibition against developing an



"autonomous administrative structure which is not responsible to (the) two universities."

On the basis of this understanding, the following articles of agreement are formulated.

## Articles of Agreement

### General

#### **Joint Management Council**

##### **I. Joint Management Council**

The College Joint Management Council consists of the Chancellor and the presidents, vice presidents for academic affairs and vice presidents for administration of the two universities.

The Council shall function as a policy-making body for the College in all matters except promotion, tenure, curriculum and other academic matters.

#### **Academic Administration of the College**

##### **II. Academic Administration of the College with FAMU and FSU**

###### **A. Joint Academic Affairs Advisory Council**

The Joint Academic Affairs Council shall make recommendations to the faculty and dean regarding standards, rules and procedures having to do with academic affairs in the College and with respect to the College's academic relationships with the two universities.

Membership shall be confirmed each year by the university presidents and shall consist of the Senate presidents and chairmen of the major academic committees of the two universities. Academic vice presidents and senior academic staff and the dean of the College shall serve as ex officio members. Unless otherwise agreed by the two university presidents, an equal number of members shall represent each university.

###### **B. Faculty and Promotion and Tenure**

As noted above, faculty members shall be employed by and hold tenure, when earned, in a department of the College of Engineering through one of the two participating universities. Faculty of either university must meet the same College of Engineering promotion and tenure standards. Faculty members employed by one university are automatically designated "joint college faculty" in the other university. This modifier specifies that "although appointed and employed by only one of the participating universities, each faculty member so designated is considered a faculty member of the other participating universities for purposes of carrying out the teaching, research, and service responsibilities of the college."

Upon the recommendations of the elected College of Engineering promotion and tenure committees, the dean shall prepare promotion and tenure recommendations in accord with the applicable rules and procedures of the respective universities.

Tenure shall be awarded by the Board of Regents.

The dean and faculty of the College shall develop and recommend to the presidents, after consultation with the Joint Academic Affairs Council, rules and procedures on hiring, promotion, tenure and other personnel policies affecting faculty members. These rules and procedures shall be consistent insofar as possible with the rules and procedures of each institution.

#### **C. Students and Student Life**

Students are to be admitted to and graduated from either of the two participating universities.

The admissions requirements, the general education or liberal studies requirements, and the grading format of the admitting university shall prevail for each individual who matriculates at that university.

Upon recommendation of the engineering faculty, the dean shall recommend rules and procedures affecting student life within the College of Engineering consistent with the rules and procedures of the two universities. Responsibilities for and procedures related to student life outside the College shall be handled through the normal channels of the university in which the student is enrolled.

#### **D. Curriculum**

There is a single engineering curriculum. All majors in an engineering degree program are subject to the same course requirements.

Each university must approve an identical version of all courses and degree programs before they are forwarded by the dean for whatever external approvals may be required.

Faculty of each university may teach all courses which they are qualified to instruct and all courses and degrees shall belong equally to each university.

#### **E. Degrees**

Upon successful completion of an engineering degree program, a student shall receive a diploma from Florida Agricultural and Mechanical University or Florida State University which indicates that the degree is awarded by the FAMU/FSU Joint College of Engineering.

#### **F. The Dean**

The dean shall be the chief administrative officer of the College, subject to constraints and guidelines established by the Joint Management Council and to the respective rules and regulations of the two universities.

In accordance with the applicable rules and procedures of the two universities, the dean shall recommend to the presidents the employment of faculty members and all other personnel of the College.

The presidents shall appoint the dean on the advice of the Joint Management Council based on the recommendations of a faculty search committee composed of an equal number of faculty members from the two universities.

#### **Division of Administrative Responsibilities**

#### **Articles Relating to the Division of Administrative Responsibilities Between FAMU and FSU**

It is agreed that the allocation of administrative responsibilities between the two universities is as detailed in Attachment I, which forms an integral part of this agreement.

In each case the College of Engineering should be regarded as a single entity and the dean is responsible for initiating and following up administrative details within the channels as specified in Attachment I.

#### **Provisions**

Either university or the dean may propose, when circumstances warrant, amendments or modifications to this agreement. Such proposals, however, should be submitted for consideration and necessary action by the Management Council at least seven months preceding the beginning of the fiscal or academic year, as the nature of the proposal demands.

**Attachment I**

**Allocation of  
Administrative  
Responsibilities**

**Memorandum of Agreement**

**Attachment I  
Allocation of Administrative Responsibilities Between  
FAMU and FSU**

**Construction**

**A. Construction**

**1. Supervision**

The building is being constructed under a construction management contract (Gilbane and Culpepper Contract Manager) which is being administered and monitored by the BOR Capital Programs Office. The arrangement is working well and should be continued during the construction phase.

**2. Classroom Furniture**

Furniture will be selected by the architect (Barnett & Fronczak) and the officials of the College and purchased through FAMU. Upon receipt, it will be included in FAMU's property records. Thereafter, inventory control and general accountability will be the responsibility of FAMU.

**3. Equipment**

Movable equipment not included in construction will be handled in the same manner as furniture. FAMU will be ultimately responsible for accountability. Specialized scientific equipment may be purchased with the assistance of FSU as discussed in Section D 4 below.

**4. Associate Director of the Physical Plant**

FAMU will have the responsibility of selecting and appointing a qualified individual to perform this function. He will report directly to the dean and work with FAMU on the maintenance of the College building and grounds.

**Maintenance of New  
Facility**

**B. Maintenance of New Facility**

FAMU will be responsible for building maintenance, janitorial services, and landscaping/groundskeeping.

Normally, support for special services (dedications and receptions) will be provided by FAMU, but the dean may request such services of either university when conditions warrant.

## **Security and Safety**

### **C. Security and Safety**

Security off-campus is an especially costly function. FSU now provides security for Alumni Village, the Broadcasting Center and the Golf Course; it is most-cost effective for FSU to extend its existing patrol service to include the engineering facility.

An electronic exterior surveillance system has been incorporated into the construction plans of the building.

FSU will provide environmental health services including radiation safety and hazardous waste disposal.

## **Budget**

### **D. Controller/Business/Budget**

#### **1. Budgeting and Controlling**

For purposes of reporting to the Board of Regents and the State, the College of Engineering budget will be included permanently within the FAMU overall budget.

To maintain accountability, however, the College of Engineering budget shall be maintained and controlled as a separate entity from the two universities; funds shall not be intermingled except as directed in advance by the Joint Management Council.

Positions, although designated by university, shall not be considered part of the university for lapse and other budget actions but shall be treated as a separate College of Engineering entity.

The dean will recommend request and operating budgets which will become effective when approved by the Joint Management Council.

Budget staff of the BOR and the universities shall recommend procedures for handling College of Engineering OCO, salary rate, summer terms and other budget issues which are normally subject to annual negotiations between the College and central administration of a university. The intent is to provide the College of Engineering with equitable resources drawing proportionately from the BOR allocations to each university.

#### **2. Risk Management and Insurance**

As noted above, FSU will be responsible for environmental health and safety matters.

Student/employee injury or unemployment compensation is the responsibility of the university at which the individual is enrolled or employed.

Dealing with building and equipment damage or destruction is the responsibility of FAMU.

### **3. Minor Renovation Projects**

Requests for minor renovation project funds will be made through FAMU.

### **4. Purchasing**

As a general principle purchasing will be handled by FAMU, but the two universities shall establish a procedure by which the expertise of the FSU purchasing department in handling scientific and technical equipment purchases can be used to expedite such acquisitions. For example, FSU personnel may be "deputized" to act for the FAMU Purchasing Department using FAMU control procedures.

### **5. Space Inventory**

Space will be separately identified as belonging to the College of Engineering and will be handled in the FAMU space inventory system.

In addition, both universities may separately identify some space on its main campus as being assigned to the College of Engineering while remaining the space of the respective university.

### **6. Property Inventory**

Furniture and equipment will be separately identified as belonging to the College of Engineering and will be handled in the FAMU property inventory system.

### **7. Postal Services**

The College will continue to receive its mail at the Woodward Street Post Office. The FAMU Courier will pick up such mail and deliver it to the Office of the Dean and will deliver outgoing mail to the Main Post Office. The FAMU Courier will provide service between the College and the BOR Central Office. Each university will provide courier service between the engineering facility and its campus.

### **8. Food Services and Vending**

For the time being there will not be a cafeteria style food service at the engineering building. An assortment of "vending" foods will be supplied by Canteen Food Services, Inc.

The earned proceeds from such vending machines will be a part of the FAMU Concessions Fund and FAMU will provide support for those College activities which are normally funded from the Concessions Account.



## 9. Messenger Services

FAMU will provide messenger services.

## 10. Telephones

The College will determine the type of telephone system desired, and FAMU will purchase it. Since FSU is developing a major new telecommunications data system, it is intended that FSU will become responsible for the operation and maintenance of all telecommunications including telephones.

## Utilities

### E. Utilities

This responsibility rests with FAMU as "building manager."

## Transportation

### F. Transportation

#### 1. Students and Faculty Bus Service

The universities recommend expansion of the current FAMU-FSU "EEO" funded shuttle to include the engineering facility.

The responsibilities for providing transportation facilities, however, rests with the BOR office.

#### 2. Parking and Traffic

Special parking decals will be issued to students, faculty and staff of the College by the university at which the vehicle owner is enrolled/employed.

FSU will be responsible for administering the parking program including the issuance of citations for violating parking regulations.

Citations issued to non-university persons will be paid at FSU. Citations issued to students, faculty and staff will be paid at the university at which employed or enrolled.

The amount of fines and appeals procedures will be those in effect at the respective campus.

An administrative cost reimbursement procedure will be developed.

## Information Systems

### G. Information Systems

The "high tech" aspect of acquiring scientific equipment, especially those related to computer and information systems has been a long-term strength of FSU with its scientific graduate programs and world-class computer facilities. This type of special acquisition will be handled through FSU with great care to see that Engineering is tied in as well with FAMU information systems.

**1. Technology Acquisitions**

The College will initiate recommendations for information and computer acquisitions through the FSU planning process. Such recommendations shall have the approval of the Joint Management Council.

**2. Purchasing**

Purchasing will be the responsibility of FAMU with the participation of FSU as described in Section D 4 above.

**3. Inventory**

FAMU will maintain the inventory of such equipment.

**4. Maintenance**

FSU will provide such central maintenance for the Engineering College as it provides for other colleges.

**5. Replacement Funds**

It is assumed the Engineering College will "generate" its own replacement, but since there may be extraordinary cost items, the Joint Management Council will determine the method of obtaining replacement funds for major items. See section on budget above.

**6. Planning and Managing Information and Computer Systems**

FSU will be responsible for planning and managing the information and computer systems in full consultation with the College of Engineering and in coordination with FAMU.

**Personnel**

**H. Personnel**

Insofar as possible the College operates with its own, uniform policy, but where legitimate institutional differences exist beyond the level of the College, each employee is responsible to his or her own university.

This is a necessary result of the agreement to have a joint College operated by two separate universities.

The same principle holds for each category of employee, USPS, A&P and Faculty. Faculty meet uniform College criteria for promotion and tenure and, upon recommendation by the College, proceed through the separate university procedures.

## **Miscellaneous Functions**

### **I. Miscellaneous Functions**

#### **1. Career Placement**

The universities have agreed that there will not be a separate engineering placement function, but there will be a placement officer for the College of Engineering who will work with the placement offices of each university which will assist engineering students of the other campus on a space available basis.

#### **2. Coordination with Other Facilities**

The dean will work with facilities offices of both universities and with Innovation Park to ensure adequate coordination.

#### **3. Scheduling Space Usage**

The dean will be responsible for securing space on each campus for engineering purposes and officials of each campus will work through the dean in scheduling space in the engineering facility. In general, FAMU, through the Office of the Dean, will be responsible for scheduling space usage.

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DO NOT REMOVE

# Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education



State University System of Florida  
Revised Plans for Equalizing  
Educational Opportunity in  
Public Higher Education  
in Florida

Division of Community Colleges  
State Equal Access/  
Equal Opportunity  
Plan for the Florida  
Public Community  
College System

February, 1978

FLORIDA'S COMMITMENT TO EQUAL ACCESS AND  
EQUAL OPPORTUNITY IN PUBLIC HIGHER EDUCATION

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R E S O L U T I O N

WHEREAS the State Board of Education, the State's systems of universities and community colleges, and the Florida Legislature have taken positive actions to provide quality education and equality of educational opportunities for all the citizens of Florida, and

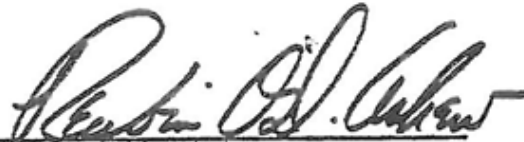
WHEREAS the State Board of Education has continuously reaffirmed the goal of the State of Florida that the state universities and public community colleges provide educational opportunities for all citizens of Florida, who have the desire and ability, to proceed through the higher educational system from beginning student through the doctoral, professional, and continuing educational levels, without regard to race, color, creed, sex, age, or national origin, and

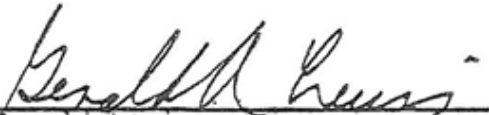
WHEREAS it has been requested by the Office for Civil Rights of the United States Department of Health, Education and Welfare that Florida adopt guidelines for compliance with Title VI of the Civil Rights Act of 1964 setting forth specific commitments in order to insure that Florida maintains the goal of equality of educational opportunity, NOW THEREFORE


BE IT RESOLVED by the Board of Education, State of Florida, that the Board adopts "Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education" and affirms its intentions to require, to the extent of its legal authority, that

the state universities and community colleges, through their governing structures, implement all relevant commitments described therein consistent with sound education policy and the maintenance of quality education.

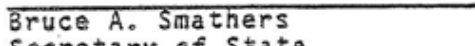
Adopted by the Board of Education of the State of Florida  
this 6<sup>th</sup> day of September, 1977.

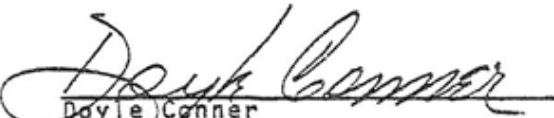
  
Reubin O'D. Askew  
Governor

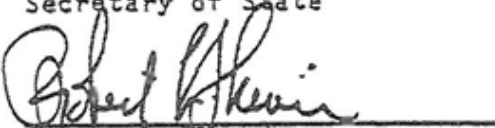
  
Gerald Lewis  
Comptroller

  
Ralph D. Turlington  
Commissioner of Education

  
Bill Gunter  
Treasurer

  
Bruce A. Smathers  
Secretary of State

  
Doyle Conner  
Commissioner of Agriculture

  
Robert L. Shevin  
Attorney General

PREAMBLE

Florida has removed all constitutional and statutory barriers to a racially integrated and unitary system of public higher education.

The Florida Constitution states in the Declaration of Rights Article:

All natural persons are equal before the law and have inalienable rights, among which are the right to enjoy and defend life and liberty, to pursue happiness, to be rewarded for industry and to acquire, possess and protect property.... No person shall be deprived of any right because of race, religion, or physical handicap. (Article I §2 Florida Constitution, 1968)

The 1977 session of the Florida Legislature enacted the Florida Human Relations Act which is designed:

...to secure for all individuals within the state, freedom from discrimination because of race, color, religion, sex, national origin, age, handicap or marital status and thereby to protect their interest in personal dignity, to make available to the state their full productive capacities....to promote the interests, rights and privileges of individuals within the state. (Ch. 77-341 Laws of Florida, 1977)

In 1974, the State Board of Education which is constitutionally responsible for all public education clearly stated the goal of the State of Florida to be that the public community colleges and universities provide educational opportunities for all citizens of Florida, who have the desire and ability, to proceed through their higher education system from beginning student through the doctoral, professional, and continuing education levels without regard to race, color, creed, sex, age, or national origin.

In addition, all of the governing boards of the public community colleges and universities have affirmed, through rules, resolutions, official statements, and other actions, that there will be equal access and equal opportunity for all citizens in public higher education in Florida..

Thus, the official policy of the State of Florida and its public systems of higher education are in compliance with the provisions of Title VI of the Civil Rights Act of 1964, that:

No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (42 USC 2000 d)

Florida is committed to enforcing its constitutional and statutory provisions as well as abiding by United States constitutional and statutory mandates.

#### HIGHER EDUCATION IN FLORIDA

Florida's educational systems include public and private schools, colleges, and universities which provide educational opportunities for its citizens within easy access from kindergarten through graduate and professional schools.

Several public elements of this system have been charged by the State Board of Education and the governing and coordinating boards operating under its general supervision to insure equal access and equal opportunity in higher education for all Florida Citizens.

In college level public education, there are two major components in Florida: the Community College System and the State University System. The public community colleges are governed by 28 district boards of trustees. Members of these boards are appointed by the Governor, approved by the State Board of Education, and confirmed by the Senate. The nine state Universities are governed by a single Board of Regents composed of nine voting members and a non-voting student member appointed by the

Governor. The Regents are appointed and confirmed in the same manner as the community college trustees. The State Board of Education, comprised of seven elected state officials, has general supervisory responsibilities for all of public education in Florida.

The Florida Department of Education, under the general supervision of the State Board of Education, is composed of the Commissioner, his staff, and five divisions. These divisions are: Public Schools, Vocational Education, Community Colleges, Universities and Blind Services.

The Division of Community Colleges is headed by a Director nominated by the Commissioner and appointed by the State Board of Education. The Division of Universities is headed by the Board of Regents with the Chancellor serving as the chief executive officer. Coordination between the public Community College System and the State University System is facilitated by the State Board of Education, the Commissioner of Education, and a number of committees and task forces.

Florida has nine state universities and 14 off-campus centers within commuting distance of 95 percent of the population. In addition, there are 28 community colleges including nine multi-campus institutions within commuting distance of 99 percent of the population.

Community colleges and the state universities collectively provide for student choice through a diversity of programs. The 28 public community colleges operate with an open door admissions policy offering associate degree and certificate programs. Fourteen of the community colleges serve as area vocational-technical centers. The State University System has the responsibility for providing access to a broad range of baccalaureate, master's and doctoral programs.

The two systems operate within an articulation agreement which facilitates coordination and mobility for students transferring from a

public community college to a public university in Florida. The State University System limits enrollment at the lower division levels, thus insuring that the vast majority of high school graduates will begin their collegiate education in a community college. Community college A.A. degree graduates are guaranteed access to the upper division level in the State University System.

The State uses several other mechanisms to expand educational opportunity. Student financial aid grants are provided individuals who elect to attend private colleges and universities of the State, including two traditionally black institutions. These grants are also available to students attending public colleges and universities. The University of Miami, a private university, receives State funds for a specified number of Florida residents enrolled in its College of Medicine. A contract has been authorized with the University of Miami to provide state funding for a graduate program in nursing, and several contract programs with other private institutions are contemplated. State participation in the Southern Regional Education Board contract program provides Florida citizens access to professional programs in the southeastern region of the United States in veterinary medicine, optometry, medicine, dentistry, and actuarial science.

The Academic Common Market is another example of a mechanism used by Florida to enhance opportunities for students to attend selected graduate programs. This program is based on an interstate agreement among southern states for sharing graduate programs not common to most universities. Participating states are able to make arrangements for their residents to enroll in specific programs in other states on an in-state tuition basis. The State of Florida has made arrangements for its



residents to have access to the following programs through the Academic Common Market: Bioengineering, Coal Processing Research, Environmental Health, Expressive Therapies, Fisheries and Allied Aquacultures, Marine Law and Science, Nutrition, Occupational Safety and Health, Oral Biology, Petroleum Engineering, Public Health and Epidemiology, Textile and Polymer Science, and Tropical Medicine and Medical Parasitology.

#### PROGRESS TO DATE

In 1974, Florida developed specific plans for equalizing educational opportunity in public higher education. Based, in part, on those plans, the State Board of Education and its systems of higher education have taken positive steps to provide quality education and equality of educational opportunities for all.

Since that time substantial progress has been made in the following areas:

- black representation on all appointive governing boards has been achieved;
- the number of black students enrolled in the community colleges and universities has increased;
- the number of certificates and degrees awarded to black students has increased;
- the traditionally black university has been enhanced;
- the award of financial aid dollars to black students has increased;
- the number of black persons employed by the colleges and universities has increased, despite the economic recession which forced staff reductions in some of the institutions;
- both short range and long range planning and specific activities relating to retention and placement of black students have been instituted;

- lay citizens have been directly involved in providing advice to most institutions relative to eliminating any real or perceived barriers to equal access and equal opportunity for black students; and
- a number of institutional and system monitoring committees, task forces, councils, etc. have been appointed and have addressed equal access-equal opportunity programs.

Even though Florida has taken positive steps to insure equal access and equal opportunity, there is a continuing desire to strengthen some of the programs and activities which were started during the last several years. There is a need also to develop and implement new programs and activities to meet constantly changing and evolving educational and societal needs.

#### A STATEMENT OF RECOMMITMENT

By virtue of the Second Supplemental Order in the Adams vs. Califano case issued on April 1, 1977, Florida is called upon to renew and recommit its continuing efforts directed toward full equalization of educational opportunity in public higher education.

Florida hereby recommits the public higher education systems of the State to racially non-discriminatory policies and practices in all of their operations. Florida requests maximum flexibility in meeting its obligations under Title VI of the Civil Rights Act of 1964 and requests that its public higher education systems be judged on equal access and equal opportunity results. Florida and its systems of public higher education pledge to continue to exert specific, positive, constructive, and educationally sound efforts to:

1. Enhance a salutary environment that is fully supportive of an integrated and unitary system in which cultural, economic, social and educational diversity are recognized as assets in the educational enterprise;

2. Insure that the people of Florida are aware of the commitment of the colleges and universities to equal access and equal opportunity;
3. Acquire and equitably distribute funds needed to support the commitment to equal access and equal opportunity;
4. Provide adequate opportunities and supportive services to assist black students in addressing their educational needs and achieving their educational goals;
5. Provide substantial financial aid programs in support of accomplishing the goal of equal access-equal opportunity;
6. Provide narrative and statistical reports documenting the results of equal access-equal opportunity efforts; and to
7. Monitor and evaluate the systems-wide progress in achieving equal access-equal opportunity goals.

In addition to the foregoing, by January, 1978, each of the systems of public higher education and institutions will develop and begin implementation of revised equal access-equal opportunity plans.

Florida agrees with the Department of Health, Education, and Welfare (HEW) that "goals" and "quotas" are not synonymous terms and shall not be treated as such. Goals are objectives which the systems, through documented good faith efforts, will attempt to achieve. They are not cast in concrete. The State and its public higher education institutions will take appropriate, timely steps within available authority and resources to achieve or exceed the goals set forth in this document.

SPECIAL GOALS AND COMMITMENTS TO EQUAL EDUCATIONAL OPPORTUNITY

In specific response to the "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education" issued on July 7, 1977, to six states by HEW, pursuant to an order of the United States District Court for the District of Columbia, Florida sets forth the following facts and establishes the following goals.

I. MISSION AND ENHANCEMENT

Each institution in the State's public higher education systems has a specific role to perform in meeting the State's education goals.

A. Mission

The mission of the community colleges and state universities has been defined by the Florida Legislature in §228.041,

Florida Statutes as follows:

STATE SYSTEM OF PUBLIC EDUCATION.

The state system of public education shall consist of such publicly supported and controlled schools, institutions of higher education, other educational institutions, and other educational services as may be provided or authorized by the constitution and laws of Florida.

(a) COMMUNITY COLLEGES.

Community colleges shall consist of all educational institutions operated by local community college district boards of trustees under specific authority and regulations of the state board and offering courses and programs of general and academic education parallel to that of the first and second years of work in institutions in the state university system, of occupational education, and of adult continuing education.

(b) INSTITUTIONS OF HIGHER EDUCATION.

The institutions of higher education shall consist of all state-supported institutions of higher education offering work above the public school level, other than community colleges, that are authorized and established by law, together with all activities and services authorized by law to be administered by or through each of those institutions.

The mission of each college and university currently is defined on a basis other than race. A mission statement for each college and university is attached in Appendix A. The State University System is in the process of reviewing the role and scope of the System and of each institution. Although the roles of the individual universities are expected to continue to change as societal needs change, the Board of Regents will have completed the current major review no later than April 30, 1978.

Geographically, the nine universities in the State University System are described as being either predominantly residential or urban.

- Predominantly Residential Universities. Three of Florida's universities (University of Florida, Florida State University, and Florida A&M University) are predominantly residential. In general, they attract younger, full-time residential students from all areas of the State. Florida A&M University places emphasis on a broad range of undergraduate programs and master's programs in Education, Social Science, Psychology, and Pharmacy. The other two institutions are research oriented and offer diverse undergraduate, graduate, and professional programs of study.
- Urban Universities. Six of Florida's nine universities (University of South Florida, Florida Atlantic University, University of West Florida, Florida Technological University, Florida International University and University of North Florida) are located in urban areas and serve a predominantly place-bound commuter-type student. Large proportions of the student bodies of

these institutions are part-time students. The emphasis of these universities is to provide a broad range of undergraduate and a substantial number of master's degree programs to allow geographically convenient access to higher education for non-residential students.

Community Colleges. Community Colleges are non-residential and serve residents in specific geographic districts.

A priority of all State universities is to provide access to graduates of the public community colleges since over 80 percent of all full-time first-year students enroll in these public institutions.

See Appendix B for data concerning the level and range of degrees and size of student body and staff.

B. Enhancement

During the past several years, Florida has taken a number of actions to strengthen and enhance the role of Florida A&M University, the State's only public traditionally black institution. By building upon existing high demand programs such as Business and Industry, and Pharmacy, and through location of other high demand programs such as Architecture and Journalism, the University continues to increase its capability to attract students of races not traditionally identified with the institution. Ongoing enhancement actions through the academic year, 1976-77, include supplemental allocations beyond the formula-generated allocation in support of selected academic programs as well as funding of a non-black student incentive grant program designed to significantly



increase the proportion of non-black student enrollment over a four-year period. During the three years from Fall, 1974 through Spring, 1977, the State University System has made available to Florida A&M University in excess of \$19 million in additional resources for the following enhancement purposes: \$17.6 million for renovation of facilities; \$615,000 for the non-black student incentive grants program; \$944,000 as supplemental allocations for academic programs; and \$87,000 for the institution's visiting scholars program.

Primarily, as a result of these actions, the current racial mix of the institution stands at 14 percent white student enrollment and 29 percent full-time white instructional faculty. The white student enrollment increased by 52 percent over the span of one year: from 468 in Fall, 1975, to 708 in Fall, 1976.

Steps and Procedures to Strengthen the Role of the Traditionally Black Institution.

1. The revised mission for Florida A&M University will be defined upon completion of the current Board of Regents Role and Scope study and will be transmitted to HEW no later than April 30, 1978.
2. Within the resources provided by the State Legislature for the operation of its public universities, Florida A&M University will continue to receive equitable allocations of resources which are related to the scope and mission of the institution. If it is determined that additional enhancement funds are needed to assist the institution in

11

fulfilling its defined mission within the State University System, such funding will be requested from the Legislature.

3. There are currently three major deliberative processes which are addressing many of the issues listed in the guidelines.
  - a. The State University System is involved in a continuing, comprehensive program review process which is designed to insure quality of degree programs in all of the universities; to insure that the State's needs are being met by the various programs; and to insure that educationally unnecessary program duplication is eliminated.
  - b. The System is involved in institutional and systemwide Role and Scope Studies. Through this procedure, the System is attempting to insure that it is responsive to changes in needs and demands in higher education. The current Role and Scope Study will be completed by the Spring of 1978.
  - c. The program authorization process considers State and student needs when new programs are located at an institution. This process has resulted in several recent decisions which continue to contribute to the enhancement of Florida A&M University. For example, a Master's level program in Architecture will be implemented in Fall, 1977, and conditional approval has been granted by the Board of Regents for the implementation of the degree, Doctor of Pharmacy.

4. In Florida's State University System, the generation and allocation of resources for most functions is primarily accomplished by a formula related to the number of students served. Florida A&M University receives its equitable share of formula-generated support for these functions. Each year, the State University System makes an assessment of the physical plant needs at each institution.  
  
In addition, a special study was done in 1974 to assess Florida A&M University's resources in comparison to the facilities at the other universities. As previously discussed, the University has received substantial supplemental allocations over the past several years to improve its physical facilities. As a result, the institution's facilities have been brought to a quality comparable to other universities. The University is currently undergoing a special needs assessment to project facility requirements and usage. Because of the many variables inherent in a complex and changing university system, there is an on-going process which attempts to address changing conditions as they relate to allocation of resources. Any negative impact upon a given institution resulting from the allocation formulas is identified and addressed as a result of this process.

C. Program Duplication

The Board of Regents, in 6C-1.03 of the Florida Administrative Code, is required to:

see that all unreasonable duplication among the institutions in the State University System be avoided and as the State Board of Education has directed, [to] carry forward the operation of the State University System as a coordinated unit in providing high quality programs for meeting the educational needs of the citizens of Florida.

The State University System has provided for the multiple location of many programs, some of which are core curricula, and others which either meet specific needs of a particular service area or are high demand programs which are selectively duplicated to provide convenient access. The System's ongoing deliberative process of program review addresses the need for and quality of similar programs within the System. Special attention will be given to program duplication among residential institutions (Florida A&M University, Florida State University, and University of Florida).

Florida reaffirms its intention to:

USE DELIBERATIVE PROCESSES TO EVALUATE THE NEED FOR AND QUALITY OF DEGREE PROGRAMS IN THE STATE UNIVERSITY SYSTEM. IF THE PROGRAM REVIEW PROCESS AND THE ROLE AND SCOPE PROCESS IDENTIFY ANY EDUCATIONALLY UNNECESSARY PROGRAM DUPLICATION, THE STATE WILL ELIMINATE SUCH PROGRAMS, GIVING DUE RECOGNITION TO THE OBJECTIVE OF STRENGTHENING THE TRADITIONALLY BLACK UNIVERSITY.

D. New Programs

The introduction of new programs in public higher education in Florida is not expected to be of significant proportions in the next decade. Low demand programs will be eliminated and new programs may be created to meet changing societal needs and changing student demands. There will be considerable sharing of resources to provide cooperative programs. Within the System, impetus for establishing a new degree program normally begins at the institutional level. When any degree

program is proposed, the State presently requires an impact study which addresses the effect of the program on access for black students and the effect upon Florida A&M University.

Florida reaffirms its intention to:

GIVE PRIORITY CONSIDERATION TO PLACING ANY NEW UNDER-GRADUATE, GRADUATE, OR PROFESSIONAL DEGREE OR NON-DEGREE PROGRAM WHICH MAY BE PROPOSED AT THE TRADITIONALLY BLACK INSTITUTION, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE EDUCATIONAL NEEDS OF THE STATE. WHEN SUCH PROGRAMS ARE PROPOSED BY FLORIDA A&M UNIVERSITY, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE NEEDS OF THE STATE AND STUDENTS, PRIORITY CONSIDERATION WILL BE GIVEN FOR PROGRAM APPROVAL AND FOR DEVELOPMENT ASSISTANCE.

E. Approval Process

Florida has been and will continue using procedures which will analyze the effect of rules and regulations on access of blacks to public higher education and on Florida A&M University. Impact studies and other procedures will be used more effectively to insure goal achievement. This is currently accomplished by not only requiring institutional impact assessment, but also through statutorily established procedures governing the decision-making process in the State of Florida. Under the Administrative Procedure Act, all public agencies are required to make available for public inspection "all rules formulated, adopted, or used by the agency in the discharge of its function." The rule adoption process requires public notice by publication and public hearings. In addition, the SUS monitoring process will provide a system of review which will make recommendations to the Presidents and the Chancellor as appropriate.

Florida reaffirms its intentions to:

USE IMPACT ASSESSMENT AND PUBLIC HEARINGS WHEN CONSIDERING CHANGES AND TAKE ACTIONS THAT WILL NOT THWART THE ACHIEVEMENT OF THE STATE'S EQUAL OPPORTUNITY GOALS.

F. Notification

Florida law requires widely advertised public hearings when any changes in the operation of a public state agency or system are considered. Thus, in conjunction with review through the appropriate monitoring systems, the State University System and the Division of Community Colleges will:

ADVISE OCR OF PROPOSED MAJOR CHANGES IN THE MISSION OR THE CHARACTER OF ANY INSTITUTION WITHIN THE STATE SYSTEMS WHICH MAY IMPACT THE ACHIEVEMENT OF EQUAL OPPORTUNITY GOALS PRIOR TO THEIR FORMAL ADOPTION BY THE GOVERNING BOARDS.

G. Timetables for Implementation

The State University System will develop and implement actions necessary to achieve the goals stated in this section. The State will retain the flexibility to terminate actions which are not effective and to implement additional actions which will insure that goals are met.

1. The current mission of each institution is defined on a basis other than race. A review of the role and scope of the State University System and each institution is being conducted and will be completed by April 30, 1978.
2. Steps to strengthen the role of Florida A&M University will continue.
  - a. By October 5, 1977, supporting documentation of current resource comparability will be transmitted to HEW.
  - b. Supporting documentation, including an update of studies of resource comparability will be submitted to HEW by July 31, 1978, after the missions of the universities have been redefined.



3. Program duplication will be addressed by the State University System through the Program Review and Role and Scope processes. Special attention will be given to program duplication among residential institutions (Florida A&M University, Florida State University, and the University of Florida). In addition, these processes are used to address cooperative programs, reassigning specified programs, resources and/or services among institutions. Reports from these processes will be made available on an annual basis.
4. There are no plans for merger of any universities and/or community colleges.
5. By January 1, 1978, supporting documentation on Florida A&M University's physical plant comparability will be submitted to HEW.
6. Beginning with the Academic Year 1978-79, upon completion of a redefinition of the roles and missions for all state universities, priority consideration will be given to placing at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs, consistent with its mission and the educational needs of the State.

II. EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

FLORIDA REAFFIRMS ITS COMMITMENT TO THE GOAL OF ASSURING EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC COMMUNITY COLLEGE SYSTEM AND THE STATE UNIVERSITY SYSTEM. FURTHER, THE STATE IS COMMITTED TO INSURING THAT THE SYSTEMS, AS A WHOLE, AND EACH INSTITUTION ARE OPEN AND ACCESSIBLE TO ALL STUDENTS, AND OPERATE ON AN EQUAL OPPORTUNITY BASIS WITHOUT REGARD TO RACE.

The Commissioner of Education will appoint a biracial council. The council shall be composed of not less than fifty percent lay citizens and shall include representation from the Department of Education, the Community Colleges, and the State University System. A majority of the members of the Council will be black. The Community College system and the State University System each will use biracial advisory and monitoring councils.

V. CONCLUSION

The two systems of higher education, and each institution, will develop and implement plans to insure that Florida's commitments under each section are met. The plans will include numerical goals, timetables, and actions necessary to achieve the commitments. Acting within the powers reserved to the States under the Tenth Amendment to the Constitution of the United States; acting within the powers granted to it in Article IX of the Constitution of the State of Florida; and, acting within the powers and resources granted to it by the Legislature and of the State of Florida and the Congress of the United States, Florida will continue to take appropriate steps in support of equal access and equal opportunity for all in public higher education.



STATE  
UNIVERSITY  
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## **MEMORANDUM**

**TO:** Members, Academic and Student Affairs Committee

**FROM:** Vikki R. Shirley, General Counsel

**DATE:** November 7, 2014

**RE:** **Summary of Federal Oversight of the State University System under the Civil Rights Act of 1964**

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Governor Tripp requested a memorandum summarizing the history of federal oversight of the State University System under Title VI of the Civil Rights Act and specifically, how that oversight relates to the FAMU-FSU Joint College of Engineering.

The Civil Rights Act was enacted by Congress in 1964. This landmark legislation prohibits discrimination on the basis of race, color, religion, sex, or national origin. The Act covers voting rights, public facilities and transportation, public employment, and desegregation of schools. Title VI of the Civil Rights Act provides that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” “Program” is defined to include all of the operations of a college, university or other postsecondary institution, or a public system of higher education. In 1964, the United States Department of Health, Education and Welfare (HEW) was responsible for enforcing the provisions of Title VI (and other provisions of the Civil Rights Act) with respect to all programs that received federal funding in the realm of health, education, and welfare.

### **Florida’s Plan for Equalizing Access and Equal Opportunity in Higher Education**

Five years after the passage of the Act, HEW’s Office for Civil Rights (OCR) contacted the State University System (SUS) through its then governing board, the Board of Regents, to inquire about compliance. In 1970, OCR requested detailed compliance plans from the universities as to how they would remove any remaining vestiges of a dual (segregated) system of higher education. Two years later, the National Association for the Advancement of Colored People (NAACP) successfully sued to compel HEW to initiate enforcement proceedings against ten states (including Florida) that had not filed

systemwide plans for compliance. On appeal, the court allowed those states additional time to submit the compliance plans and in June 1973, the SUS filed “*A Plan for Equalizing Educational Opportunity in the State University System*” as approved by the Board of Regents. *Adams v. Richardson*, 356 F.Supp. 92 (D.D.C. 1973). The plan was not specific enough and did not include the community colleges, so a new two-volume plan was submitted in February 1974.

The revised plan was likewise challenged in court and determined to be lacking “standards of clarity and specificity,” especially as it related to admission, recruitment, and retention of students; placement and duplication of program offerings among institutions; the enhancement of black institutions; and changes in racial composition of faculty. *Adams v. Califano*, 430 F. Supp. 118 (D.D.C. 1977). The HEW Director conceded that the general segregated pattern in student and faculty populations which existed before the plan was accepted by HEW remained substantially unchanged. The court directed HEW to submit criteria for an acceptable plan to desegregate higher education to the court and to the states with deficient plans, and for those states to resubmit revised desegregation plans.

Florida submitted its revised plan, *Florida’s Commitment to Equal Access and Equal Opportunity in Public Higher Education in Florida*, to HEW in September 1977 and it was approved by HEW in February 1978 (“1978 Plan”). Like the 1974 plan, the revised plan committed the SUS to take any and all actions to enhance FAMU so that it equitably participates in the educational objectives of the system. These actions included building upon existing high demand programs such as Pharmacy, Business, and Industry, and establishing new high demand programs such as Architecture and Journalism to attract both traditional and non-minority students. Other enhancements included additional funding for a non-black student incentive grant program designed to significantly increase the proportion of non-black enrollment at FAMU over a four-year period and funding for new facilities and renovation of existing facilities. The SUS also committed to supporting cooperative programs between FAMU and FSU.

A long-standing vestige of racial discrimination was the establishment and maintenance of duplicate programs at predominately white and predominately black institutions (which grew out of the discriminatory concept of “separate but equal”). In the revised plan, the SUS committed to using deliberative processes to evaluate the need and quality of degree programs in the system, and if the processes identified any educationally unnecessary program duplication, the SUS would eliminate such programs, while “giving due recognition to the objective of strengthening the traditionally black university.”

In response, the Board of Regents created a process for the systematic review of degree programs in the SUS. Each year, several disciplines were selected for review and

nationally known consultants were retained to conduct a thorough examination of all of the programs within the disciplines. This program review process was designed to examine the strengths and weaknesses of the various institutional programs, provide recommendations on ways to strengthen programs at FAMU, and also to address the issue of program duplication. If unnecessary program duplication was identified, the Board of Regents was to determine if the program should be eliminated, realigned, specialized, or unified with other programs (such as cooperative or merged program). This process, however, recognized that a certain amount of duplication was educationally necessary such as in the liberal arts or general education areas, which are considered “core programs” that nearly every institution offers. Moreover, the Regents also recognized that some program duplication may be necessary in certain high demand areas, which are selectively duplicated to provide convenient access for students.

Notwithstanding, as stated in the revised plan, the Board of Regents was “on guard against proliferation of highly specialized undergraduate or graduate programs” and was paying “special attention” to program duplication between the three residential institutions (FAMU, FSU and UF). The revised plan noted that by July 1978, a number of program areas would be studied with respect to FAMU, FSU and UF. One of the programs identified was Engineering Technology, although it was subsequently determined that the engineering technology programs at FAMU and UF (FSU did not have an engineering technology program) were sufficiently distinct so as not to constitute program duplication. In July 1978, the Regents’ Planning and Program Committee proposed several cooperative programs between FAMU and FSU as a mechanism for enhancing FAMU and resolving program duplication. While the joint college of engineering was not one of the cooperative programs recommended at the time, it appears this process led to a series of discussions between the two universities about additional cooperative programs, including one in Industrial Arts.

### **Development of the FAMU-FSU Joint College of Engineering**

In 1980, the Board of Regents assembled a Task Force on Science, Engineering, Technology and Service to Industry to examine the engineering programs in the state from the standpoint of supply, demand, and quality, as one component of a much broader two-year “Policy Study on Strategies for Quality Improvement”. The Task Force recommended the enhancement and expansion of engineering programs, citing concern about the quality and quantity of engineers being produced in Florida. Specifically, in January 1981, the Task Force recommended increasing capacity in the engineering programs at UF, USF, UCF, and FAU; increasing the capacity and quality of engineering related programs at FAMU and FIU; increasing enrollment of minority and female engineering and technology students; and determining the feasibility of

establishing engineering programs at FAMU, FSU, and FIU where strong science and/or engineering technology programs already exist.

During the 1981 session, the Legislature appropriated additional funds to UF, USF, UCF and FAU to increase the production of engineers, and \$75,000 to the Board of Regents to develop an engineering program “utilizing the FSU Science and Technical disciplines and the FAMU Engineering Technology program.” The Legislature also appropriated \$250,000 to the Board to expedite compliance with the Revised Plan submitted to the OCR. That same year, the Board of Regents retained a consultant, Dr. Joseph Hogan, to conduct a study of the engineering programs offered in the SUS for planning purposes and more importantly, to recommend a structure for an engineering program utilizing existing disciplines at FAMU and FSU as directed by the Legislature through the appropriation proviso language.

Dr. Hogan presented his recommendations to the Regents at their January 1982 meeting, which included a proposal for a joint college of engineering shared by FSU and FAMU. Discussion at that meeting focused on the cost of a new joint program, but also concern about whether there was sufficient demand for a new program in Tallahassee, despite the commitment made to OCR to provide equal opportunities.

Following the meeting, a set of *Proposed Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in Tallahassee* was created and executed by the respective presidents of FAMU and FSU and then Chancellor Newell in February 1982. The guidelines provided for the creation of an institute with a single dean and a joint advisory board, facility planning for joint laboratory space, a specific array of programs, faculty recruitment and appointment, and the conferral of degrees from either institution. The guidelines also clarified that the term “single program” was intended to capture the concept of a “joint program” which was necessary in order for the Regents to comply with the agreements with the OCR.

Immediately thereafter, the *Proposed Guidelines* were submitted to the Board of Regents, which voted to approve the proposed joint program at its February 1982 meeting. The Legislature then appropriated \$1,369,133 to the FAMU-FSU Engineering Institute for operations and equipment during the 1982 legislative session.

The Regents were presented with initial program proposals for engineering degrees for the joint institute in June 1982. The proposals noted the benefits to be served by the joint institute including, but not limited to, greater participation in engineering study by black and female students, increased production of engineers, expanded access to students residing in the north and west areas of the state, enhancement of existing engineering and science-related programs at the two institutions, and remedying what was characterized as a “deficiency” at FSU by its lack of an engineering program.



The Joint College of Engineering continued to build out programmatically during the 1980s and various memoranda of agreement for operations were executed by the two universities.

### **Continued Federal Oversight in the 1990s and the *Fordice* Decision**

Throughout the late 1980s and early 1990s, Florida continued to take action to complete the measures it had committed to in the 1978 Plan and OCR continued to monitor the State's actions. By 1993, then Chancellor Reed notified OCR that the final measure had been completed and, after review, OCR agreed and advised the State in July 1995 of its determination that Florida had, in fact, satisfied the measures set forth in the 1978 Plan.

However, in the interim, the United States Supreme Court rendered an opinion in 1992 in a lawsuit that had been pending in Mississippi since 1975. The *Fordice* litigation was initiated by private plaintiffs as a class action in 1975, alleging that Mississippi was continuing to maintain a racially dual system of higher education in violation of the Fifth, Ninth, Thirteenth and Fourteenth Amendments to the United States Constitution and Title VI of the Civil Rights Act. Mississippi's system of public four-year institutions consisted of five "almost entirely" white institutions (HWIs) and three "almost entirely" black institutions (HBIs). *Ayers v. Fordice*, 111 F.3d 1183 (5<sup>th</sup> Cir. 1997). The United States intervened as a plaintiff and alleged that Mississippi's system violated the Equal Protection Clause of the Fourteenth Amendment and Title VI.

For twelve years, the parties attempted to resolve the claims through voluntary dismantlement of the segregated system, but were unsuccessful. The case went to trial in 1987 and the federal district court ruled that Mississippi had discharged its affirmative duty to dismantle the segregated system by adopting and implementing race-neutral policies and procedures for student admissions, student and faculty recruitment, mission alignment, allocation of state funding for operations and facilities, and that the Board had made inroads into reducing unnecessary program duplication. *Ayers v. Allain*, 674 F.Supp. 1523 (N.D. Miss. 1987). The district court's ruling was affirmed by the Fifth Circuit Court of Appeals in *Ayers v. Allain*, 914 F.2d 676 (5<sup>th</sup> Cir. 1990).

The plaintiffs then sought review of their claims in the Supreme Court, which concluded the appellate court had applied the wrong standard in evaluating the plaintiffs' claims. After noting that a State has an affirmative constitutional duty to dismantle a dual school system that a State's laws once required (a *de jure* system), the court explained this duty is not discharged until the State eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster desegregation. And that even if a State dismantles its prior segregative policies, there "may still be state

action that is traceable to the State's prior *de jure* segregation and that continues to foster segregation." By finding that Mississippi had discharged its duty simply by implementing race-neutral policies, the appellate court had not only applied the incorrect legal standard, but also failed to take into account the district court's factual findings demonstrating the continued existence of aspects of Mississippi's prior dual system that were constitutionally suspect. Further, even though the new policies were race-neutral, the Supreme Court found that the policies "substantially restrict a person's choice of which institution to enter and they contributed to the racial identifiability of the eight public universities."

The Supreme Court then addressed four policies or practices of the present Mississippi system of higher education, emphasizing that those policies or practices were not an "exclusive list of unconstitutional remnants" of Mississippi's prior *de jure* system, and remanded the case back to the trial court to re-evaluate the policies in light of the correct standard. The suspect policies/practices related to admission standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

### Florida's Partnership with OCR

The *Fordice* decision prompted OCR to issue a Notice in 1994 that it would be applying the *Fordice* standard to all pending Title VI evaluations of statewide higher education system with OCR-accepted desegregation plans that have expired, which included Florida, Kentucky, Maryland, Pennsylvania, Texas, and Virginia. In applying that standard, OCR determined it was preferable to take a "collaborative partnership" approach with those States to ensure that all vestiges of previously segregated higher education systems had been eradicated and were not being perpetuated by policies that, while race-neutral on their face, continued to have segregative effects.

This collaborative partnership approach resulted in a set of commitments that were memorialized in a document entitled "*Florida/United States Office for Civil Rights Partnership Report and Commitments 1998*" (Partnership Commitments).<sup>1</sup> The 1998 Commitments covered all education sectors from K-12 to the SUS, and also included private/independent institutions. As to the SUS, the commitments encompassed five primary areas:

- (a) **Student issues** - monitoring access and enrollment of minority students; developing alternative admission criteria; funding for financial aid; funding for retention

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<sup>1</sup> Supplementary Statement of Understandings signed by Norma Cantu, Assistant Secretary for Civil Rights in June 1998, expressly states that the partnership document is not a contract that may be enforced in a court of law and that failure to meet particular objectives, actions or commitments of the partnership will not be treated as a violation of either the Partnership Commitments or Title VI.

specialists; analyzing effect of excess hour fee requirements; ensuring minority students are not adversely impacted by dwindling resources; providing access for minority graduate students, etc..

- (b) **Employee issues** - reporting of faculty/staff diversity; providing minority promotional opportunities; conducting Glass Ceiling survey; and ensuring proper support for equal opportunity officers.
- (c) **Facilities issues** - focused mostly on funding for FAMU capital projects.
- (d) **FAMU specific issues** - funding to augment programs in agricultural teaching, research and extension; funding to enhance functions of the College of Arts & Sciences; funding for faculty development in the Architecture School, funding for outreach, scholarships, and financial aid in the Architecture School to continue to attract racially diverse student population; funding to change faculty appointments in Pharmacy School to 12 months; and continued development and strengthening of FAMU's undergraduate and graduate programs to broaden FAMU's academic programming for FAMU students and to attract a more racially diverse student population.
- (e) **Miscellaneous issues** – continue scrutiny of limited access programs to ensure no inappropriate adverse impact on minority students; and continue academic program review by university equal opportunity specialists to analyze any possible negative impact upon racial minorities and academic programs at FAMU, “in particular such review will seek to minimize unnecessary duplications of programs between SUS institutions.”

The only commitment relevant to the Joint College of Engineering involved the State's pledge to make good faith efforts to seek legislative funding for a capital construction project for the engineering school. According to an update provided to OCR in 2000, funding was received and the project was completed. The Joint College was described in the summary section of the Partnership Commitments as a cooperative venture that enhances both universities by broadening curricular and career options for students, increasing the racial diversity of each university, and adding highly qualified faculty and resources. The summary further noted the Joint College had been successful in attracting a more diverse student population into programs at both universities, and attracting additional black students into engineering programs.

Florida submitted monitoring reports to OCR in 1999, 2000, and 2001. In 2003, a Final Report was submitted indicating that the State had fulfilled the terms of the partnership agreement. In 2005, OCR requested information on the FAMU-related funding

commitments. A total of \$5.5 million of the \$7.5 million targeted amount had been appropriated for the FAMU-specific commitments from 1996-97 to 2005-06.

In January 2009, OCR sent a letter to then Governor Crist requesting follow-up information from all educational sectors. For the SUS, the request sought data related to a significant number of the 1998 Commitments. A primary line of inquiry focused on whether programs at FAMU were being unnecessarily duplicated across the system, and whether the duplication adversely affected FAMU's ability to attract a racially diverse student population. This office responded on behalf of the SUS and provided a voluminous amount of data and information to OCR in May 2009. In the summer of 2010, OCR requested additional data related to program proposals for all programs that duplicated programs at FAMU from 1999 through the present.

In September 2010, Dr. Cynthia Pierre, the Executive Director of OCR's Regional Office in Atlanta, and other OCR personnel met with then Chancellor Brogan and Board staff to discuss program duplication issues, funding, diversity in FAMU programs, and FAMU's interest in establishing a dental school. OCR requested additional information on enrollment by race in certain programs that were duplicative of programs at FAMU and other information. We explained the program review process for new program proposals and advised we would reinstate the prior Board of Regents policy that required an analysis of whether a proposed new academic program would substantially duplicate a program at FAMU and whether there would be an adverse impact on FAMU's ability to maintain and achieve a diverse student population in the program at issue.

Following the September meeting, OCR formalized its verbal request for additional enrollment data by race, enrollment data for certain programs that duplicate programs at FAMU by age and county of residence of student, proposals for medical schools for FSU, FIU and FAU and data on capital outlay costs, documentation reflecting approval of USF's PhD in Pharmacy, and fact-finding documents on whether there was a need for a new dental school. As with all of the requests, responsive materials were promptly provided.

OCR continued to request additional information throughout 2011. The requests sought information pertaining to FAMU's Master in Public Health for comparison purposes with those programs at UF and FSU, the number of FTEs generated by expansion of FAMU's Pharmacy facility, an update on UF's expansion efforts regarding its College of Dentistry, ownership of FSU's regional College of Medicine campuses, suggested language for the new program authorization regulation; the number of students admitted at each SUS institution through the Profile Assessment mechanism; FAMU's funding for 2011-12; the 2011-12 PECO list; a comparison of recurring funds appropriated for 2011-12 with funds appropriated for 2010-11; status of funding for

FAMU's Crestview facility and programs; and status of any additional regulations that would result in a centralized review to minimize program duplication. OCR also scheduled periodic conference calls with the Chancellor and Board staff to discuss follow-up items.

In early May 2011, OCR Assistant Secretary Russlyn Ali sent letter to Governor Scott advising of the State's requirement to make sure its HBCU receives sufficient funding now and in the future to comply with the law. However, this letter was sent after the 2012-13 budget had been presented to the Legislature during last week of session.

Throughout 2012, OCR continued to request information from the Board office and schedule follow-up conference call. Requests included copies of all program proposals submitted by the universities after the new program approval regulation was amended in March 2011, an analysis of the impact of increasing the grade point average requirement for FTIC students in Board Regulation 6.002, documentation developed as a result of a 2010-11 system-wide review by the CAVP regarding the inactive or terminated programs, and the CAVP white paper entitled "Accountability in the Academy;" and the New Degree Proposal Format that universities must use in connection with Board Regulation 8.011.

Minimal activity occurred in 2013, but in January 2014 OCR requested copies of all program proposals submitted by universities during 2013, a copy of the program proposal submitted jointly by USF and UWF for the Doctor in Physical Therapy that was approved by the Board in January 2013, a narrative describing the role of the Board of Governors in evaluating new baccalaureate and master level degree programs for unnecessary duplication with FAMU and FIU, and information on the appropriations made to date for the FAMU Pharmacy Phase II project and whether the project has been fully funded. OCR scheduled a call in February to discuss the information provided and to obtain information on the Board's performance funding model.

On April 25, 2014, Catherine Lhamon, the Assistant Secretary for Civil Rights, sent a letter to Governor Scott, with copies to Senator Gaetz, Speaker Weatherford, and Chancellor Criser, urging the State to reconsider taking action that would result in the separation of the Joint College. A copy of Ms. Lhamon's letter is attached. Ms. Lhamon stated the creation of the Joint College developed directly out of the State's 1978 Desegregation Plan, which provided for the resolution of unnecessary program duplication by methods that included cooperative programs. Ms. Lhamon also reiterated that under the Partnership Commitments, which is still in effect today, the State committed to strengthen and improve programs at FAMU and to avoid unnecessary duplication of programs between SUS institutions.

Importantly, Ms. Lhamon stressed she was “deeply concerned that the legislative plan to split the FAMU-FSU College of Engineering would violate the State’s federal legal responsibilities pursuant to Title VI, *Fordice*, and the Agreement.” Specifically, the proposed amendment would result in the establishment of separate, duplicate, competing engineering programs at FAMU and FSU, which would “directly impede the likelihood of Florida realizing the commitments it has made in the Agreement to strengthen academic programs at FAMU and avoid unnecessary program duplication.” Ms. Lhamon also posited that “inasmuch as the joint engineering program stems from the 1978 Plan, splitting this program very likely would reverse the progress already made.” In closing, she noted that OCR was prepared to work cooperatively with us and to provide technical assistance as we move forward.

Although we have not received any additional correspondence from Ms. Lhamon, we were recently contacted to provide additional data on all degree program proposals that have been reviewed by this office since the last data request. We are in the process of compiling that information to provide by the deadline of November 21, 2014.

This concludes the summary of federal oversight of the State University System by the United States Department of Education Office For Civil Rights. As always, please let me know if you have any questions or would like to discuss further.

c: Marshall Criser III, Chancellor  
Jan Ignash, Vice Chancellor, ASA





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

April 25, 2014

The Honorable Rick L. Scott  
Governor of Florida  
The Capitol  
400 S. Monroe Street  
Tallahassee, FL 32399

Dear Governor Scott:

It has come to our attention that the Florida legislature recently began considering an amendment to the General Appropriations Act that would result in the separation of the College of Engineering, which is jointly operated by Florida A&M University (FAMU) and Florida State University (FSU). In light of Florida's continuing legal obligation to eliminate the vestiges of *de jure* racial segregation within its system of public higher education, I write to urge the State to reconsider taking such consequential actions in the closing days of the legislative session.

This office, the U.S. Department of Education's Office for Civil Rights (OCR), is responsible for enforcing Title VI of the Civil Rights Act of 1964 (Title VI). OCR first determined in 1970 that Florida was operating a racially segregated high education system in violation of Title VI, and has worked with the State over many years to eliminate the vestiges of segregation. The very creation of the FAMU-FSU engineering program developed directly out of the State's 1978 desegregation plan to OCR, "Plan for Equal Access and Equal Opportunity in Public Higher Education" (1978 Plan), which provided for the resolution of unnecessary program duplication by such methods as program elimination/realignment and cooperative joint programs. Building upon the related programmatic strengths of these two institutions to affect the cause of resolving unnecessary program duplication, the State established the joint FAMU-FSU Institute of Engineering in the spring of 1982.

The Supreme Court subsequently held in *Fordice v. United States*, 505 U.S. 717 (1992), that a State with a history of legally sanctioned segregation in public higher education "does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation." In an effort to eliminate such vestiges, in 1998 then-Governor Lawton Chiles entered into a voluntary resolution agreement with OCR, the Florida Partnership Commitment (Agreement), which remains in effect today. In the Agreement, the State commits to strengthen and improve programs for current and future students attending FAMU, including strengthening existing academic programs; authorizing new, high-demand programs; enhancing facilities; and providing the funding and other resources necessary to ensure the successful implementation of these measures. Importantly, the State also commits to review academic program requests and to avoid "unnecessary duplication of programs" between State University System (SUS) institutions. Through these commitments, the Agreement seeks to make FAMU attractive to a more racially diverse student population.

I am deeply concerned that the legislative plan to split the FAMU-FSU College of Engineering would violate the State's federal legal responsibilities pursuant to Title VI, *Fordice* and the Agreement. The General Appropriations Act amendment would result in the establishment of separate, duplicate, competing engineering programs at FAMU and FSU, which as you know are proximately located SUS institutions. Such an occurrence would directly impede the likelihood of Florida realizing the commitments it has made in the Agreement to strengthen academic programs at FAMU and avoid unnecessary program duplication. Moreover, inasmuch as the joint engineering program stems from the 1978 Plan, splitting this program very likely would reverse progress already made.

I appreciate the State's prior cooperation with our office as we have worked together productively to preserve and promote educational excellence at FAMU, and to advance opportunities for all of Florida's students. In the 16 years since then-Governor Chiles executed the Agreement with OCR, Florida has made significant progress toward fulfilling its obligations. Yet, there is more work to be done. It is our expectation that Florida will continue to execute the commitments of the Agreement until all commitments have been fully implemented and the State has complied with the requirements of Title VI and *Fordice*. To this end, we are also prepared to work cooperatively with you and to provide relevant technical assistance to the State as it proceeds with the planning of its higher education system.

If you have any questions or would like to discuss this matter further, please feel free to contact me at (202) 453-5900.

Sincerely,



Catherine E. Lhamon  
Assistant Secretary for Civil Rights

cc: Will Weatherford  
Speaker, Florida House of Representatives  
420 The Capitol  
402 South Monroe Street  
Tallahassee, FL 32399-1300

Don Gaetz  
President, Florida Senate  
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Marshall Criser, III  
Chancellor, State University System of Florida  
c/o Board of Governors  
325 W. Gaines Street  
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## FAMU-FSU COLLEGE OF ENGINEERING

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October 3, 2014

Dear Collaborative Brain Trust:

We are aware that you are under the mandate to produce the pros and cons of both a joint model and a differentiated model for the Florida A&M University – Florida State University (FAMU-FSU) College of Engineering (COE) and the exact models are not clear. Hence, based on our joint experience, 8 of the 10 full professors along with 3 additional tenured or tenure-track faculty in the Department of Mechanical Engineering (ME) propose the foundations of both joint and differentiated programs. These models are meant to represent possibilities that make sense to at least some of us “here on the ground” that can serve as the basis for further discussions.

We begin by introducing ME to you. We then describe some of the trends in our department as well as the COE and the State University System (SUS) that clearly indicate that ***the current management framework for the COE is not leading to the fulfillment of one of the most critical and distinctive missions of the joint COE***, which is to graduate African-American (AfA) Engineering students. We then present a joint model followed by a differentiated model.

The faculty in ME currently consists of 3 faculty whose primary appointments are at FAMU (i.e., “FAMU Faculty”) and 17 whose primary appointments are at FSU (i.e., “FSU Faculty”). ME is currently in some ways the “work horse” of FAMU-FSU COE. We have the largest number of undergraduate students, the largest number of Ph.D. students, the only highly ranked Ph.D. program in the COE (27 by Ph.Ds.org using the NRC S-Rankings), and the only engineering department considered by the FSU Office of the President to have one of the top 10 (out of 104) undergraduate programs. It should be mentioned that the high ranking of our Ph.D. program by Ph.Ds.org was aided by the diversity of our faculty, which is largely due to FAMU.

ME provides a disproportionate amount of leadership to the COE as evidenced by Table 1. A close look at Table 1 reveals that these leadership roles are all related to research and graduate studies. Because of a greater emphasis on research and graduate education at FSU, the faculty in this table each has their primary appointment at FSU. However, it should be emphasized that the FAMU faculty (Peter Kalu (3M Distinguished Research Professor), Simone Hruda, and Carl Moore) as well as the FSU faculty not listed in this table each have substantial strengths. For example, Dr. Peter Kalu has graduated more African-American Ph.D. students (5) than anyone else in the FAMU-FSU COE; Dr. Simone Hruda has the most faculty teaching awards of anyone in ME and her student teaching evaluations are consistently among the highest in ME; and Dr. Carl Moore is leading the development of *Open ME*, which strives to be a “Khan’s Academy” for mechanical engineering.

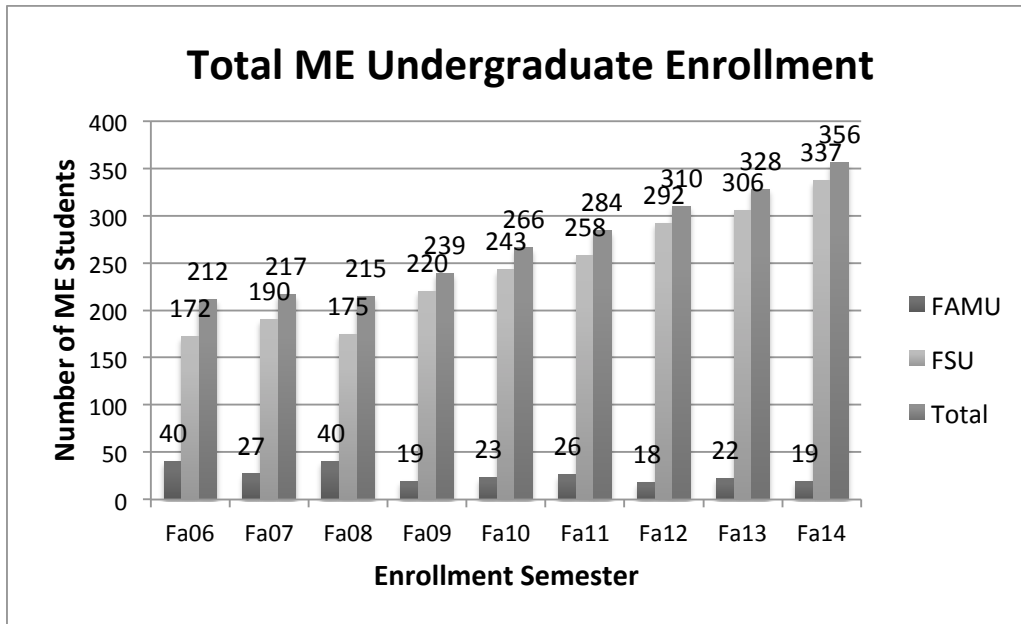
**Table 1.** *In 2013-2014 faculty members in the FAMU-FSU Department of Mechanical Engineering had numerous college or university level leadership roles.*

<b>Faculty Member</b>	<b>2013-2014 Leadership Role</b>
Farrukh Alvi (Cummins Professor)	FCAAP Director
Louis Cattafesta (University Eminent Scholar)	FCAAP Co-Director, University Eminent Scholar, CoE Member on FSU Council on Research and Creativity
Emmanuel Collins (John H. Sealy Professor)	CISCOR Director
Eric Hellstrom	Director, Materials Science Program
David Larbalestier (Frances Eppes Professor)	ASC Director, Associate Lab Director, NHMFL
William Oates	FSU Liaison, FESC (Florida Energy System Consortium)
Juan Ordonez	ESC Director, IESSES Interim Director
Steve Van Sciver (John H. Gorrie Professor)	Chair, COE Graduate Committee
Chiang Shih	AME Director

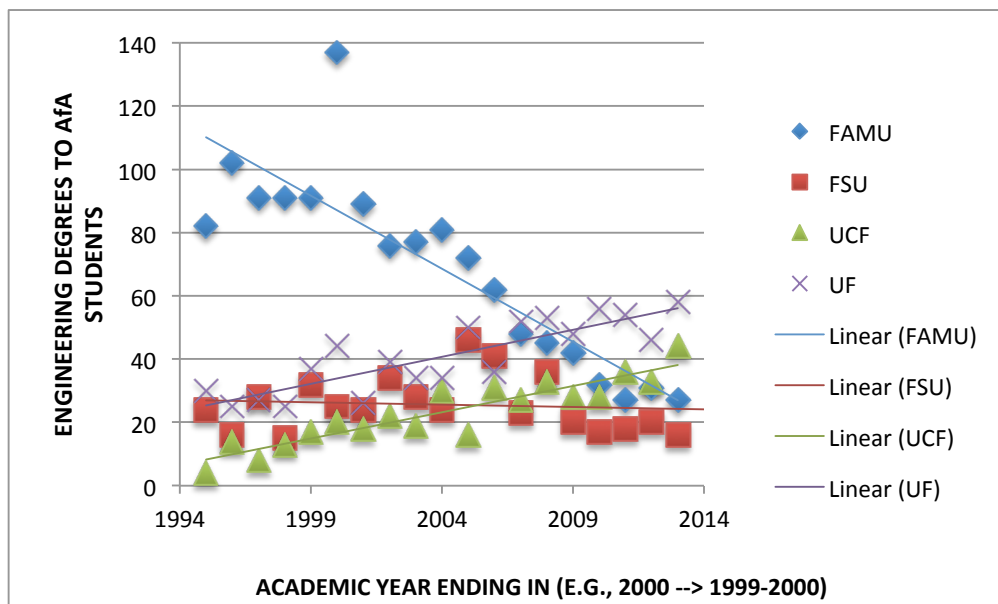
Our success to date has been largely been due to being proactive in our educational and research activities. In this same vein, this letter, signed by many of the ME faculty in the Department of Mechanical Engineering, is our way of being proactive in improving the FAMU-FSU COE. As do all of the engineering faculty, we would like to see positive changes result from the feasibility study of our college. We know that CBT has collected a plethora of data and has especially paid attention to enrollment and graduation data, which shows the diminishing role of FAMU in the production of engineering degrees at the COE. Hence, we do not want to repeat much of that data here. However, Figure 1 reveals that the negative enrollment trends for FAMU in the COE are mirrored in ME. The number of undergraduate FAMU students who received a BS in ME, of course, mirror these trends. In fact, ***in the 2014-2015 ME senior design class, only 3 out of the 110 students are FAMU students, an unacceptable percentage of less than 3%.*** Similar trends exist for graduate students in ME and the COE.

The ultimate result of this dramatic decrease in the number of FAMU engineering students is a decrease in the productivity of the FAMU-FSU COE in graduating African-American (AfA) engineering students, which is an important part of the mission of the COE. Figure 2 through Figure 5 shows some of these negative trends. (The data here were taken from the Florida Board of Governor's Interactive Data Source.) Figure 2 shows that two state universities have substantially surpassed both FAMU and FSU in the graduation of AfA engineering students. This is somewhat surprising due to FAMU's increased enrollment AfA engineering students in recent years as evidenced in **Figure 3**. Overall, in the Florida State University System (SUS), Figure 4 and Figure 5 reveal that the number of enrolled African-American students has

fluctuated, but kept a relative constant average, whereas the number of Hispanic students has constantly increased. This makes it evident that much more can be done to enhance AfA engineering education and both FAMU and FSU can do much more in this regard.



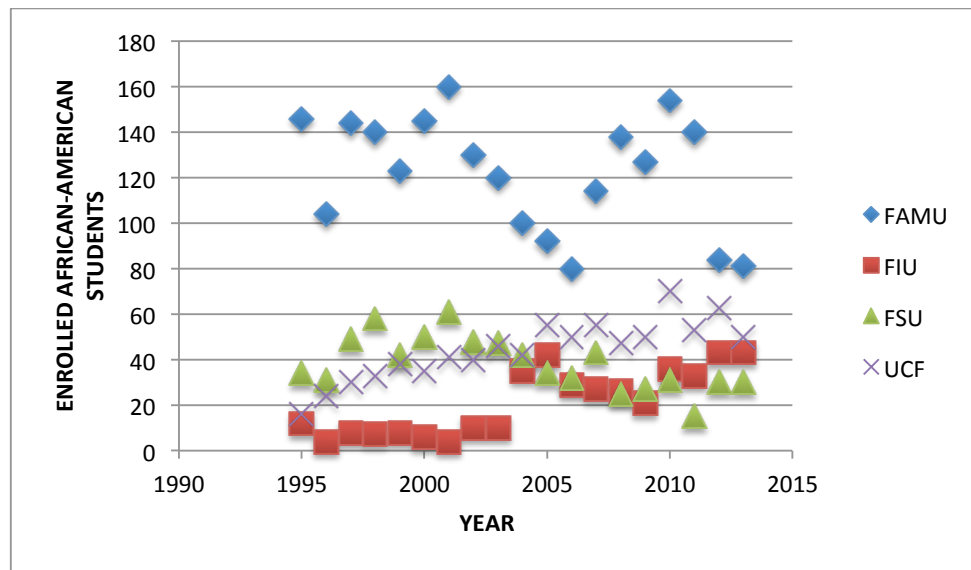
**Figure 1.** Although in an 8 year period, ME's undergraduate enrollment has grown 68% and its FSU enrollment has more than doubled, the FAMU enrollment has reduced by about 50%. These numbers do not include pre-engineering students who plan to major in Mechanical Engineering, which would increase the numbers by about 50%.



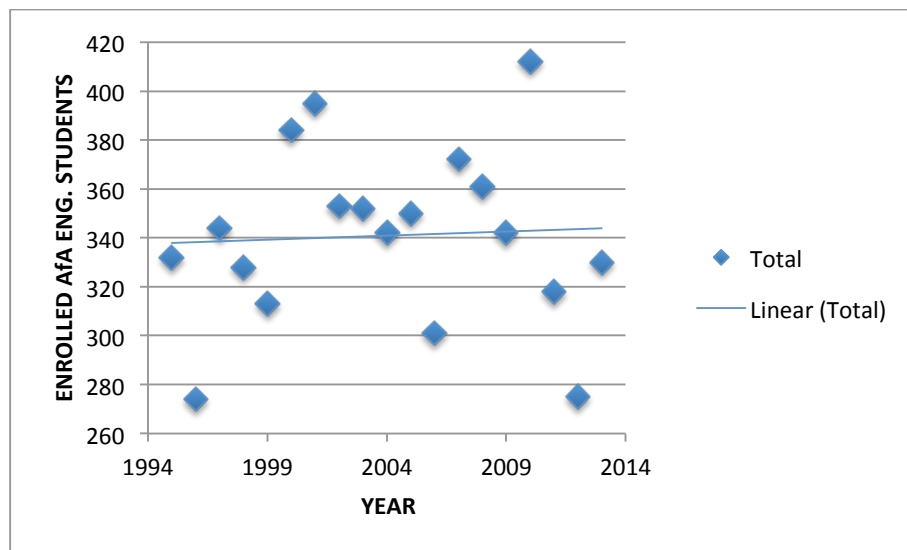
**Figure 2.** While the University of Florida (UF) and the University of Central Florida (UCF) have seen a significant upward trend in the production of AfA engineering degrees, both FAMU



and FSU have seen a downward trend in the number of AfA engineering degrees; FAMU's downward trend has been very dramatic.

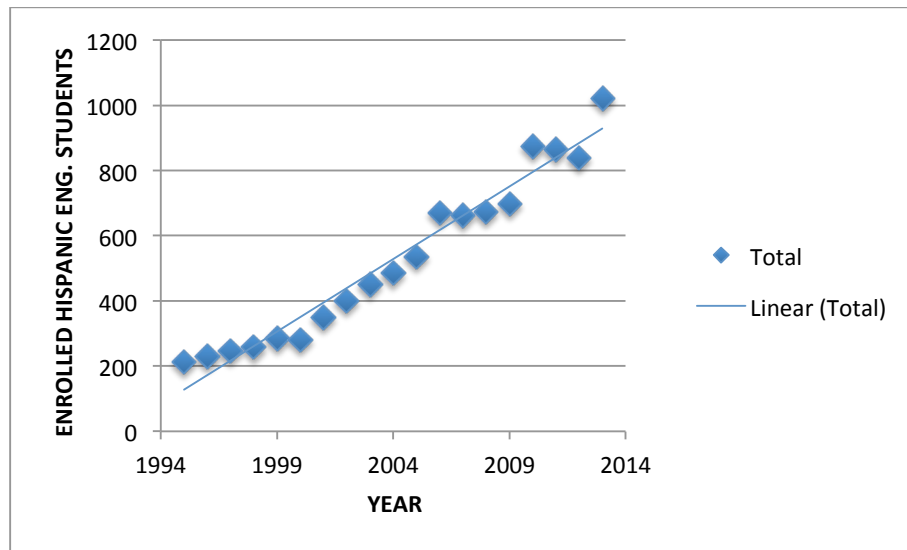


**Figure 3.** FAMU increased its enrollment of AfA engineering students from 2008 to 2011 but, as seen in Figure 2, this has not translated into more AfA engineering degrees, indicating a substantial attrition rate from the engineering program. Hence, the recent drop in enrollment (i.e., from 2012-2014) is expected to further decrease the number of FAMU engineering graduates.



**Figure 4.** The average number of enrolled AfA engineering students in the SUS has been about 340 over the last 20 years and fluctuated about that mean.





**Figure 5.** The enrolled Hispanic engineering students in the SUS has increased dramatically over the last 20 years in contrast with the enrolled AfA engineering students as displayed in **Figure 4**. This is indication that there is still much to do in AfA engineering education within the state of Florida and some indication of the failure of the FAMU-FSU COE as currently constituted.

One of the most concerning aspects of the current FAMU-FSU College of Engineering is the high attrition rate for AfA Engineering students at FAMU, which contrasts with the relatively low attrition rate for all engineering students (including AfA students) at FSU. Our colleague, Leon Van Dommelen, Professor of Mechanical Engineering, has written a letter to CBT that addresses this issue directly. To quote from him:

...My primary concern is my long term observation that students who did their pre-engineering science classes at FAMU cannot compete with those who did them at FSU ... How can you have a “joint” College, with *whatever* administrative changes, if the students of one of the Universities do not enroll enough and cannot survive if they do?

...I have many times observed that my FAMU students, charged with the same mathematically inclined question as my FSU students, greatly underperform the FSU ones.

...It has also been my observation that FAMU students do not tend to noticeably underperform the FSU students in the new math that I teach them. The big problem is with the mathematics that I assume they already know. I consider them not less talented students, but less prepared students.

Although we concur with these statements from our colleague, Dr. Van Dommelen, *it should also be noted that this preparation problem is definitely exacerbated by the unequal admission profiles of the incoming FAMU and FSU students as illustrated in Table 2*. Any future model for a joint or differentiated program, needs to take these issues into account.

**Table 2.** *FAMU and FSU have different incoming admission profiles for their respective freshman classes as illustrated by this admissions data taken from the FAMU Fact Book and the FSU Fact Book. If similar differences exist for the engineering students, then it is even more important that the pre-engineering preparation for the FAMU students be made very strong.*

	SAT	Percentile	ACT	Percentile
<b>FAMU</b>	<980	<45%	21	56%
<b>FSU</b>	>1200	>80%	26.5	85%

With the above background in mind, we propose both a joint program and a differentiated program along with some of their pros and cons. These models are meant to represent possibilities that make sense to at least some of us “here on the ground.”

### **A PROPOSED JOINT MODEL**

#### **Preparation in Math and Science**

*Uniform Rigorous Preparation in Math and Science.* As discussed above, the most critical element of a joint model is ensuring that the students from both universities have comparable preparation in math and science. This will involve more rigorous classes at FAMU or alternatively, key math and science courses can be taught jointly to both FAMU and FSU students at the COE. This latter option is preferable as various faculty in the COE have addressed this issue with FAMU over the years without much success. In addition, since FAMU students on average probably come in with less preparation than the FSU students according to the admission profiles at FAMU and FSU, additional mentoring and tutoring should be provided for FAMU students who need it. As is the case with most changes proposed here, it is critical that additional resources be provided, commensurate with the increased role and responsibility of the College. Otherwise, implementing a positive change will be nigh impossible

#### **Leadership and Management**

*Effective Leadership Structure.* Efficient operation of the COE requires an appropriate leadership structure. The current leadership structure requires the two universities, who have different core visions and inherent mistrust, to agree on the hiring and firing of the Dean. This makes it difficult to make changes in the leadership, even when this change is a recognized need by most who work in the COE. To mitigate the above deficiencies, it seems critical that the Board of Governors (BOG) Chancellor take an active role in recruiting and hiring the Dean of the COE, evaluating the Dean and releasing the Dean when necessary. The Chancellor or designated representative should also serve as the tiebreaker on behalf of the SUS on critical COE management decisions.

*Effective Financial Management.* The main COE budget is currently controlled by FAMU, although FSU has the substantial majority of faculty, graduate students, and undergraduate students, and FSU has invested far more of its own resources in the COE through the FSU COE budget and research centers (and the associated buildings) such as the AME (Aeropropulsion, Mechatronics and Energy), CAPS (Center for Advance Power Systems), and HPMI (High

Performance Materials Institute). This necessitates that the COE uses FAMU's administrative processes, which are often less efficient than the equivalent FSU administrative processes.

The current joint budget, which is used to hire both FAMU and FSU faculty, is also not transparent to either university and has led FAMU to sometimes feel that past deans, who control the joint budget's spending, have used the funding to fill empty FSU faculty lines instead of empty FAMU faculty lines. Hence, the current structure seems satisfactory to neither university.

In addition, the annual reimbursement process from FSU to FAMU is a non-transparent, highly bureaucratic process that wastes both universities' time and energy. Furthermore, this model does not provide additional funding for promotion and raises for FSU or FAMU faculty on the joint budget; the ultimate result is that mandatory raises degrade the budget. Over time, this substantially erodes the joint budget, which is the sole source for teaching assistants and other staff support critical for a growing college.

As a result of the above, we recommend that one of the following two models be adopted:

- (1) Split the joint budget into a FAMU-COE budget and an FSU-COE budget with each university managing its respective budget where the size and purpose of the budgets reflect the presence of each university in the COE and the agreed upon roles of each of the universities. For example, this model can enable FSU to have a proportionally larger budget that enables their efficient purchasing practices to be used in the COE while FAMU's budget could be used in part to provide additional resources for tutoring and retention purposes – one of the areas of focus of FAMU. This model would help bring more transparency and control to both universities. For example, it would enable FAMU to control the hiring of FAMU faculty. It should be noted that a two budget model is somewhat used today as the COE has the joint budget, controlled by FAMU, and FSU also has a budget that they have independently provided; however, this model does not enable the transparency or university control that is needed.
- (2) As an alternative, the BOG could provide an independent budget for the COE, which adequately reflects its current needs and short term and long term growth. The Chancellor or designated representative should take an active role in COE budgetary decisions involving, for example, infrastructure needs, building renovations, faculty lines, etc.

***It should be emphasized that a proper joint model should also ensure that all faculty, both FAMU and FSU, receive identical cost-of-living raises; merit raises should also be made as similar as possible.***

#### **Summary of Proposed Joint Model**

<b>Preparation in Math and Science</b>	<b>Leadership and Management</b>
Teach key courses jointly to FAMU and FSU students at the COE.	The BOG Chancellor or designated representative should take an active role in recruiting and hiring the Dean and Associate Deans of the COE and also in evaluating and releasing the Dean.

Provide the requisite resources for supplemental tutoring for students who need it; this is especially important for FAMU students who may require more mentoring in the early years.	The Chancellor or designated representative should also serve as the tiebreaker on behalf of the SUS on critical COE management decisions.
	<p>(1) Have 2 COE budgets, one for FAMU and one for FSU that reflect their presence in the COE and agreed upon roles in the COE.</p> <p>(2) Alternatively, provide an independent budget for the COE, which adequately reflects its current needs and the growth of the COE, both short term and long term.</p>
	The Chancellor or designated representative should take an active role in COE budgetary decisions involving, for example, infrastructure needs, building renovations, faculty lines, etc.

### A PROPOSED DIFFERENTIATED MODEL

We propose here a differentiated model that has two separate but cooperating Colleges of Engineering that do not have overlapping programs. In this model ABET would separately evaluate each engineering program. For a student at one university interested in obtaining an engineering degree in a major not offered at that university, but offered at the other university, this model will enable them to obtain a degree from both universities via a dual degree program. As an illustration, Emmanuel Collins, the current chair of Mechanical Engineering, was a dual degree student in a program between Morehouse College and Georgia Tech. He attended both schools for approximately 2.5 years each and received an Interdisciplinary B.S. from Morehouse and a B.S. in Mechanical Engineering from Georgia Tech at the end of his 5<sup>th</sup> year of study. Hence, if Mechanical Engineering is offered only at FSU, the proposed model would allow a FAMU student to obtain a B.S. from FAMU (perhaps in Interdisciplinary Science, Math, or Physics) and a B.S. in Mechanical Engineering from FSU.

The substantial majority of students in the COE are now FSU students. The faculty in all departments with the exception of Civil and Environmental Engineering are also predominantly FSU. In addition, FAMU has certain strengths that should logically be leveraged and coupled with selected engineering disciplines as does FSU. To make sure FAMU students can also graduate with non-FAMU degrees in major engineering disciplines, they can participate via a ***Dual Degree Program***; although not shown in the below table, it is certainly possible for FSU students to be dual degree students at FAMU. A separate cooperative agreement can be signed between FAMU and FSU to determine the admission and graduation requirements for the dual degree programs. Hence, we propose a model that takes elements from the Atlanta University Center Dual Degree Program (<http://www.auconsortium.org/>) and the LSU Southern University Cooperative Program (<http://catalog.lsu.edu/content.php?catoid=1&navoid=9>). Of course, the issues with FAMU engineering students' preparation in math and science will need to be addressed before the establishment of the dual degree programs.

The below model does not deal with the thorny issue of what happens to the faculty most effected in the transition, e.g., FSU Industrial Engineering faculty who are not performing research in materials manufacturing and hence cannot easily transfer to the new Materials Science & Engineering program or FAMU Mechanical Engineering faculty who have lost a FAMU ME program. There are several possibilities here. For example, the current faculty whose home university is now participating as a Dual Degree program may be allowed to remain in their department through a modified courtesy or dual appointment, some faculty could be allowed to change their primary university affiliation, some can transfer to another department at their home university, and realistically some will choose to leave.

### Proposed Differentiated Model

Current Programs	FSU	FAMU	Comment
Mechanical	Aerospace & Mechanical	Dual Degree	A new Aerospace Graduate Program is being proposed through FSU.
Industrial & Manufacturing	Materials Science & Engineering	Industrial Engineering	FSU to establish new program, which would incorporate the research strength of HPMT and connect with FSU's Materials Science & Engineering Graduate Program. FAMU establishes a connection to the FAMU School of Business and Industry.
Civil & Environmental	Civil	Environmental Engineering	Integrate with the FAMU School of Environment Science.
Electrical & Computer	Electrical	Computer Engineering	Integrate with FAMU Computer Science and Electronics Technology.
Chemical & Biomedical	Chemical & Biomedical	Dual Degree	This program is closely tied with FSU Chemistry and Biology.
Biological and Agricultural Engineering Systems (FAMU Only)		Biological and Agricultural Engineering Systems	This program is closely allied with the FAMU College of Agricultural and Food Science.

Sincerely,

Farrukh Alvi

Date

Louis Cattafesta

Date

Emmanuel Collins

Date

Eric Hellstrom

Date

David Larbalestier

Date

William Oates

Date

Chiang Shih

Date

Kunihiko Taira

Date

Leon Van Dommelen

Date

Steven Van Sciver

Date



Sincerely,



10/6/14

Farrukh Alvi

Date

Louis Cattafesta

Date

Emmanuel Collins

Date

Eric Hellstrom

Date

David Larbalestier

Date

William Oates

Date

Chiang Shih

Date



10/6/14

Kunihiko Taira

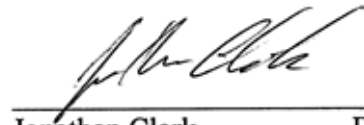
Date

Leon Van Dommelen

Date

Steven Van Sciver

Date



10/6/14

Jonathan Clark

Date

## SUGGESTIONS FOR ORGANIZATIONAL RESTRUCTURING

### AT THE FAMU-FSU COLLEGE OF ENGINEERING

by

*Professor Samuel A. Awoniyi*

*Department of Industrial & Manufacturing Engineering*

*FAMU-FSU College of Engineering*

*August 22, 2011*

#### 1. Preamble

The suggestions stated in Sections 2, 3, 4 & 5 below are intended to assist the FAMU-FSU College of Engineering to clear up certain organizational flaws before its next dean is hired. These suggestions are a reflection of my 26-year experience as faculty and administrator at the FAMU-FSU College of Engineering. This experience includes 5 years as a department chair and 8 years as an associate dean. In fact, I have served as a department chair during the tenure of every dean of the FAMU-FSU College of Engineering except the current dean, Professor John Collier.

A search has just been initiated for a new dean of the FAMU-FSU College of Engineering. Regarding this search, I want to declare here that I am definitely not interested in the position, because I have done enough of administration work at the FAMU-FSU College of Engineering. That should clear up speculations, if any, about my motivation for the suggestions offered here.

#### 2. An Underlying Assumption for My Suggestions

The suggestions offered here are based on the assumption that FAMU and FSU are collaborating to own and operate one engineering college, the FAMU-FSU College of Engineering, instead of having two separate engineering colleges, *only so as to minimize costs* for Florida tax payers. Accordingly, the FAMU-FSU College of Engineering should ordinarily aim to play two distinct roles, namely, as a *complete FAMU engineering college* and as a *complete FSU engineering college*. The italicized words in this statement of assumption express the key notions to keep in mind as one reads the suggestions below.

### **3. Three Groups of FAMU-FSU Engineering Buildings**

Reasoning from the assumption stated in Section 2 above, I recommend that the FAMU-FSU College of Engineering maintain three distinct groups of college buildings as described below.

Engineering College Buildings Group I – On FAMU Main Campus: These buildings would be used for (i) engineering undergraduate recruiting programs (such as MITE program) and related projects; (ii) sections of “First Year Engineering” course; (iii) sections of “Engineering Math” course; (iv) special minority student mentoring programs (such as CASE) and related projects; (v) “Engineering Placement” activities; and (vi) special alumni functions. All activities in these Group I Buildings should be coordinated by an associate dean (perhaps with the title Associate Dean for FAMU Engineering Students).

Engineering College Buildings Group II – On FSU Main Campus: These buildings would be used for (i) engineering undergraduate recruiting programs and related projects; (ii) sections of “First Year Engineering” course; (iii) sections of “Engineering Math” course; (iv) “Engineering Placement” activities; and (v) special alumni functions. All activities in these Group II Buildings should be coordinated by an associate dean (perhaps with the title Associate Dean for FSU Engineering Students).

Engineering College Buildings Group III – At the Innovation Park: These would be the current engineering buildings A & B and their extensions. These buildings would serve engineering college teaching, research and service functions that are not served in Engineering College Building Groups I & II described above.

Accordingly, instead of the FAMU-FSU College of Engineering going ahead with planned Phase 3 Building at the Innovation Park, Engineering Buildings Groups I and II should be initiated.

### **4. Three Categories of FAMU-FSU Engineering Faculty**

Again reasoning from the assumption stated in Section 2 above, I recommend the following three categories of engineering faculty for the FAMU-FSU College of Engineering.

Faculty Category A – FAMU Special Faculty: This type of faculty would be hired as FAMU engineering faculty. In addition to teaching, the responsibilities of this type of faculty might include special mentoring of FAMU engineering students, and assignments in special FAMU research centers and laboratories. During the hiring process for this type of faculty, the Dean of Engineering would assist in assessing technical qualifications for engineering teaching and research, and FAMU would be responsible for making the hiring call. A suitable proportion of the remuneration for this type of faculty would be paid from the budget of the FAMU-FSU College of Engineering.

Faculty Category B – FSU Special Faculty: This type of faculty would be hired as FSU engineering faculty. In addition to teaching, the responsibilities of this type of faculty might include special mentoring of FSU engineering students, and assignments in special FSU research centers and laboratories. During the hiring process for this type of faculty, the Dean of Engineering would assist in assessing technical qualifications for engineering teaching and research, and FSU would be responsible for making the hiring call. A suitable proportion of the remuneration for this type of faculty would be paid from the budget of the FAMU-FSU College of Engineering.

Faculty Category C – Shared Faculty: This type of faculty would be hired and designated as “Shared Faculty”. This type of faculty would perform usual engineering faculty roles for the FAMU-FSU College of Engineering. The job description for this type of faculty would be comparable to that of engineering faculty in reputable engineering colleges. During the hiring process for this type of faculty, both FAMU and FSU would assist in assessing general non-engineering suitability. “Personnel Office” paperwork and documentation for this category of faculty would be maintained at either FAMU or FSU in accordance with decisions reached by the Engineering College Joint Management Council.

## **5. A Committee for Engineering College Shared Services**

The Engineering College Joint Management Council should maintain a committee that continually reviews the logistics of how shared services are delivered. For example, this committee would continually review and make recommendations on how the following tasks should be assigned between the two universities: the maintenance of Engineering Buildings Group III; Personnel Office paperwork for Category C Faculty; police and security

duties for Engineering Buildings Group III. This committee might also help in determining what proportion of the remuneration of each FAMU special faculty (Category A Faculty) and each FSU special faculty (Category B Faculty) should be paid by the FAMU-FSU College of Engineering.

This committee might be called “Committee for College Shared Services” (CCSS), and should hold at least two meetings in every academic year, one meeting in Fall and one in Spring. The CCSS should comprise the Dean, the Associate Deans, and one representative from each Provost’s Office.

## **6. Closing Remarks**

The suggestions stated above should resolve most of the thorny issues that have recently arisen regarding organization and administration at the FAMU-FSU College of Engineering.

From a logistic viewpoint, those issues have to do with a need for the FAMU-FSU College of Engineering to function simultaneously as a complete engineering college for each one of FAMU and FSU. But the current organizational structure at the FAMU-FSU College of Engineering is simply too coarse for that purpose. One may characterize the suggested organizational restructuring as a “refining” of current organizational structure.

I believe that the organizational restructuring suggested here would also enhance overall clarity in administration.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## **Aligning Workforce and Higher Education for Florida's Future**

**Commission on Higher Education Access and Educational Attainment**

**FINAL REPORT**

*November 21, 2013 DRAFT*

Dean Colson - Chair, Board of Governors  
Kathleen Shanahan, Member of the State Board of Education  
Dr. William L. "Bill" Proctor, Chancellor, Flagler College  
Thomas G. Kuntz, Member of the Board of Governors  
Wendy Link, Member of the Board of Governors  
Marshall M. Criser, III, Co-Chair, Higher Education Coordinating Council and Vice Chair,  
University of Florida Board of Trustees  
Susan Pareigis, President and CEO, Florida Council of 100



## **Aligning Workforce and Higher Education for Florida's Future**

### **Commission on Higher Education Access and Educational Attainment**

#### **FINAL REPORT**

##### ***Executive Summary***

In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action to education, business and workforce, and legislative leaders to address Florida's need for future baccalaureate degree attainment. In response to the call, the Commission on Higher Education Access and Educational Attainment, composed of seven members, was established. Over the course of more than a year, the Commission wrestled with questions regarding Florida's future—near-term and long-term—and the kind of alignment between higher education and workforce that would be necessary for a changing world of work.

The major questions the Commission strove to answer were:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities, or is there a major role to be played by the State's colleges and other sectors?

This final report contains the Commission's answers to the questions as well as a plan for moving forward. Among the major products from the Commission's work this past year is a sustainable method for conducting a gap analysis of baccalaureate level workforce demand. In fact, the 2013 Legislature provided \$15 million for incentive funding to universities and colleges to expand targeted programs to meet workforce gaps.

Critical gap areas include computer and information technology, accounting/auditing/financial services, and middle school teacher retention. These are Florida's most critical baccalaureate-degree shortage areas, in which there is a projected under-supply of over 4,000 graduates for jobs in these areas each year. Although supply-demand gaps appear in other areas, none are as critical as these three.

How will it be possible to ramp up bachelor's degree production in the three targeted areas to meet the demand? First, there is sufficient capacity within Florida's postsecondary system to expand without having to build new colleges or universities. Second, higher education is developing programs in new and innovative ways through

partnerships, e-Learning and other alternative designs to decrease baccalaureate-level workforce gaps. Above all, expansion needs to be thoughtful and systematic. Without planning and partnerships, a plausible effect is the creation of numerous weak programs that compete with each other, resulting in an unnecessary waste of resources. Such a reaction is neither economically nor educationally justifiable.

The Florida College System, along with Florida's independent institutions of higher education, has a major role to play in expanding capacity. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida's needs.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcome measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's legislative and executive offices are taking.

If colleges and universities expand capacity, however, will the students come? Is the pipeline of college-age students going to be sufficient to supply the State with the educated workforce that it needs? The short answer to this question is "Yes," as long as we continue to see modest increases in college graduation rates along with modest increases in college enrollments of high school graduates or transfer students.

But there is also a long-term answer to this question, which depends upon the kind of future Florida wants. If the State desires to raise its standing from #33 out of 50 states in the *New Economy Index's* ranking of Knowledge-Workers, then the answer is "We still have a lot of work to do."

We have made progress in providing information to students and parents about job placement rates and average salaries in different curricular majors and fields as a result of an Economic Security Report, as directed by the Legislature during the 2012 session. But we need to do even more in letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. The choice of college major is theirs, but the opportunities must be there for them to choose.

Data informs policy. It is the hope of the members of the Commission for Access and Educational Attainment that the data-driven method on which the Commission built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

## **Aligning Workforce and Higher Education for Florida's Future**

### **Commission on Higher Education Access and Educational Attainment**

#### **FINAL REPORT**

*November 21, 2013 DRAFT*

In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action<sup>1</sup> to address the state's need for future baccalaureate degree attainment. The call was prompted by an economic environment that demands better alignment between a changing world of work and the knowledge and skills of college graduates.

Florida is the fourth largest state in the nation, with 19.3 million<sup>2</sup> residents. It will continue to grow. In terms of growth rate, Florida ranks sixth in the nation, with a projected growth rate of 2.75%<sup>3</sup>. That means that there will be 3,600,000 new Floridians by 2025—a total population around 23 million people. Is Florida up to the task of providing the educated workforce that the state will need? Can the existing colleges and universities produce enough bachelor's degree graduates to fill employers' needs for educated workers, especially in high demand occupations?

#### **The Genesis of the Commission**

In its 2025 Strategic Plan, the Board of Governors embraced a vision to increase baccalaureate degrees awarded statewide from 53,000 per year to 90,000 per year. To generate these additional 37,000 graduates, the state needs a significant number of new students to graduate from Florida's institutions.

Unfettered growth of college graduates is not automatically positive, however, especially if graduates can't find jobs or don't have the knowledge and skills that employers need. If higher education can better align baccalaureate degree production with workforce demand, everyone benefits—graduates, employers, and the State. Florida's colleges and universities have a major role to play in advancing the overall health and well-being of all who call the state their home.

<sup>1</sup> "Board of Governors Commission on Higher Education Access and Degree Attainment." Letter from Dean Colson, Chair to Members, Board of Governors; Members, Boards of Trustees; Frank T. Brogan, Chancellor; University Presidents, May 16, 2012. Retrieved July 19, 2013 from [http://www.flbog.edu/pressroom/doc/colson\\_brogan\\_FC100\\_may\\_17\\_2012.pdf](http://www.flbog.edu/pressroom/doc/colson_brogan_FC100_may_17_2012.pdf)

<sup>2</sup> U.S. Census Bureau Population Estimate for July 1, 2012.

<sup>3</sup> "Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012" (CSV). *2012 Population Estimates*. United States Census Bureau, Population Division. December 2012.

What does that mean, then, in planning for a future Florida? How, then, do we grow in ways that are well-aligned with future needs? During the course of fifteen months, the Commission for Access and Educational Attainment addressed the following key questions:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities or is there a major role to be played by the State's colleges?

The Commission met seven times over the course of 15 months, between June 2012 and September 2013 and developed a sustainable methodology for a "gap analysis" that identifies the areas of highest demand for baccalaureate degree graduates. It also developed a plan to provide incentives for colleges and universities to expand or build targeted programs to reduce those gaps.

This report summarizes the work of the Commission and presents its plan to address targeted workforce gaps at the baccalaureate level in which the projected under-supply exceeds 100 openings a year through the year 2025. The Commission's recommendations provide for:

- a process that distributes funds appropriated by the 2013 Legislature to expand higher education in high demand areas to better align baccalaureate degree production with the state's workforce needs,
- encouragement of partnerships across higher education to fill the gaps, including innovative delivery designs that use e-Learning and other alternative methods to speed up degree production,
- a recommendation to build upon or expand existing capacity, rather than create additional universities or colleges, and
- consideration of next steps, including a sustainable methodology for updating the gap areas on a regular cycle.

This final report is organized into five sections that follow the questions listed above. A sixth section is added that describes the four recommendations in the bullet points above and a competitive process, funded by Florida's 2013 Legislature, to address the gap in knowledge workers in identified areas. The final section discusses the need to consider a longer-term view of Florida's workforce needs in future gap analyses. Appendices to this report provide greater detail about the gap analysis methodology and the Solicitation for Grant Applications process

## The Gap Analysis: Results

### 1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?

Over more than a year, a group of researchers from both workforce and higher education that supported the Commission met for several hours approximately every two weeks. Their main task was to develop a sustainable methodology for a gap analysis that would identify occupations requiring a bachelor's degree in which the projected annual under-supply exceeded 100 workers. Researchers participated from the Department of Economic Opportunity, the Florida Council of 100, the Florida College System, the Independent Colleges and Universities of Florida, the Commission for Independent Education and the State University System.

As shown in Table 1, the top occupation in which there is a projected annual under-supply exceeding 2,000 projected positions is a the STEM (Science, Technology, Engineering and Math) field (computer occupations), followed by two professional fields with gaps hovering around 1,000 annually —teacher education and accountants, auditors and financial analysts.

**Table 1: Annual Projected Under-Supply in Florida in Occupations Requiring a Bachelor's Degree**

Occupation		Projected Annual Under-Supply	
Computer Occupations		2,361	
	<i>Computer Network Architects</i>	439	
	<i>Computer Systems Analysts</i>	564	
	<i>Computer Programmers</i>	316	
	<i>Software Developers - Applications</i>	459	
	<i>Software Developers – Systems Software</i>	370	
	<i>Graphic Designers</i>	213	
Middle School Teachers		1,024	
Accountants & Auditors & Financial Analysts		971	
Training & Development Specialists		348	
Operations Research Analysts		217	
Kindergarten Teachers		210	
Industrial Engineers		177	
Medical & Clinical Laboratory Technologists		169	
Insurance Underwriters		132	
Credit Counselors		118	
Public relations Specialists		116	

Missing from the list are many other occupations that require graduates in STEM and liberal arts fields. Health sciences are also missing from the list, but mainly because

those jobs tend to require education either above (e.g. physicians) or below (e.g. occupational therapy assistants) the baccalaureate degree level.

Although the highest gap is in a STEM area (computer occupations), the results of the analysis did not point to a general gap in occupations supplied by STEM graduates. The omission of more general STEM areas from the critical needs list does not imply, however, that Florida's higher education system should stop producing graduates in these areas. But it does suggest that we may be producing enough to support current demand. It may also suggest that we are not *retaining* graduates in Florida's workforce in these areas. Graduates in high demand occupations may leave Florida for employment elsewhere or, in the case of middle school teachers, may even switch fields.

Using Florida Department of Economic Opportunity statewide job growth data, Table 2 below presents the top 15 occupational groups that are projected to have the largest total number of openings from 2012 to 2020. *Please note that this is the annual number of openings—many of which are filled—not the annual gap between demand and supply.* The educational codes used by the U.S. Bureau of Labor Statistics were applied to identify the typical education level required for entry into the jobs that fall under a particular occupational category.

Table 2 illustrates that, for health occupations, many of the annual openings will occur in jobs that require an associate's or graduate degree to obtain employment.



**Table 2: Florida's Top Occupational Groups by Projected Demand (Annual Job Openings, 2012-2020)**

Occupational Group	Projected Annual Job Openings by BLS Typical Degree Required for Entry				
	Associate	Bachelor	Master	Doctoral	Total
Health Diagnosing and Treating Practitioners	7,228	234	1,104	3,727	12,293
Preschool, Primary, Secondary, and Special Education School Teachers	1,088	7,098	0	0	8,186
Business Operations Specialists	0	5,866	0	0	5,866
Financial Specialists	0	5,193	0	0	5,193
Computer Occupations	0	4,410	0	18	4,428
Postsecondary Teachers	0	315	506	2,269	3,090
Counselors, Social Workers, and Other Community and Social Service Specialists	0	1,369	1,435	0	2,804
Top Executives	1,996	703	0	0	2,699
Health Technologists and Technicians	2,308	240	15	0	2,563
Other Management Occupations	1,041	933	283	0	2,257
Lawyers, Judges, and Related Workers	0	27	0	2,185	2,212
Adult Basic and Secondary Education and Literacy Teachers, All Other	0	2,192	0	0	2,192
Engineers	0	2,114	0	0	2,114
Media and Communications Workers	0	1,355	0	0	1,355
Operations Specialties Managers	0	1,171	0	0	1,171
All Others	3,050	9,098	1,003	487	13,638
<b>Total</b>	<b>16,711</b>	<b>42,318</b>	<b>4,346</b>	<b>8,686</b>	<b>72,061</b>

Source: Employment projections were derived from Department of Economic Opportunity 2012-2020 Statewide Projections.

One caution about applying workforce gaps to educational programs needs to be stated here. Many degree programs can qualify students for a number of different jobs. There is often not a one-to-one relationship between a college major and the job a student obtains after graduation. For example, Table 3 below shows that students who qualify for jobs listed in the high demand computer and information science occupations usually major in a number of different degree programs. (Please see Appendix B for an

expanded list of occupational gaps and the educational programs that provide bachelor's degree graduates for these gaps.)

**Table 3: College Majors that Prepare Students for the Jobs Listed in Computer Occupations Cited in Table 1**

Major	CIP Code
Computer and Information Sciences, General	11.0101
Information Technology	11.0103
Computer Programming/Programmer, General	11.0201
Information Science/Studies	11.0401
Computer Systems Analysis/Analyst	11.0501
Computer Science	11.0701
Web Page, Digital/Multimedia and Information Resources Design	11.0801
Computer Graphics	11.0803
Computer Systems Networking and Telecommunications	11.0901
Computer and Information Systems Security/Information Assurance	11.1003
Computer Engineering, General	14.0901
Computer Software Engineering	14.0903
Management Information Systems, General	52.1201
Digital Arts	50.0102
Design and Visual Communications, General	50.0401
Industrial and Product Design	50.0404
Graphic Design	50.0409

### **The Gap Analysis: A Brief Overview of the Method**

The “gap” in Florida’s future workforce needs includes two major components: 1) “demand” by occupation, and 2) “supply” by education program, which is the number of baccalaureate graduates being produced by Florida postsecondary institutions.

In order to identify the workforce gaps at the baccalaureate level, the researchers established “decision rules” to match two discrete taxonomies—one for labor and one for education—that were developed by different federal agencies. The Classification of Instructional Programs (CIP) taxonomy, developed by the U.S. Department of Education, assigns numbered codes to educational programs so that they can be tracked and compared in various databases at federal, state, and local levels. Similarly, the Standard Occupational Classification (SOC) system, developed by the U.S. Department of Labor, is a taxonomy of occupations. Officials developing each of these taxonomies did not do so collaboratively. We have therefore inherited a system in which, for example, a high school principal is classified as an “educator” by CIP code but a “manager” by SOC code. In other words, the two systems don’t “talk” to each other unless a cross-walk is built.

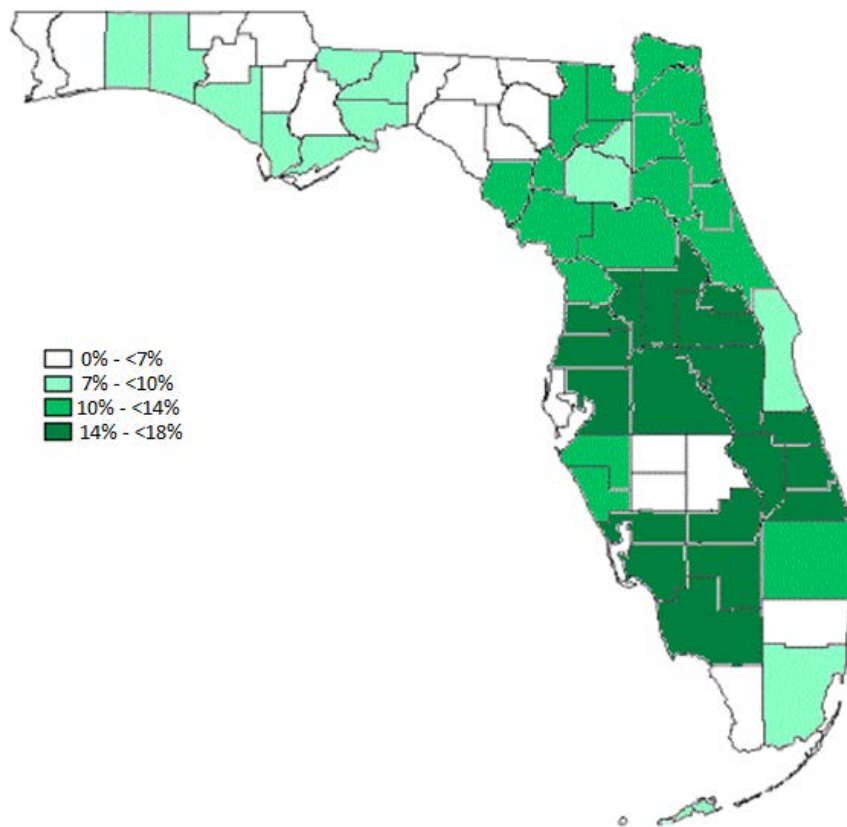
The next hurdle the researchers faced was choosing among several methodologies to classify educational levels needed by different occupations. These different methods are described in Appendix A, along with the rationale for the Commission's choice of the method used by the Bureau of Labor Statistics.

The step-by-step process and the method that the researchers developed in conducting this gap analysis have also been documented in materials contained on the Florida Board of Governors web site under the link to the Commission for Access and Educational Attainment.<sup>4</sup>

## **2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?**

According to the state Demographic Estimating Conference, Florida's population is expected to grow to 21.2 million by 2020, but the growth rate will vary by region. As represented in Map 1 below, data from the Florida Legislature's Office of Economic & Demographic Research (EDR)<sup>4</sup> shows that certain regions, such as the greater Orlando-Tampa region, will grow faster in terms of *percentages* of the population than the state's largest urban area, Miami. But because of its sheer size, the *numbers* of educated workers Miami will need will also continue to grow, although not as fast as in other parts of the state.

<sup>4</sup> For a detailed explanation of the methodology for the gap analysis, also consult "Preliminary Discussion of Occupational Analysis Methodologies," September 26, 2012 meeting materials for the Access and Attainment Commission, available at <http://www.flbog.edu/about/commission/doc/commission-materials/Preliminary-Discussion-of-Potential-Occupational-Analysis-Methodologies-%20092512.pdf>

**Map 1: Florida's 2012-2020 Projected Population Growth**

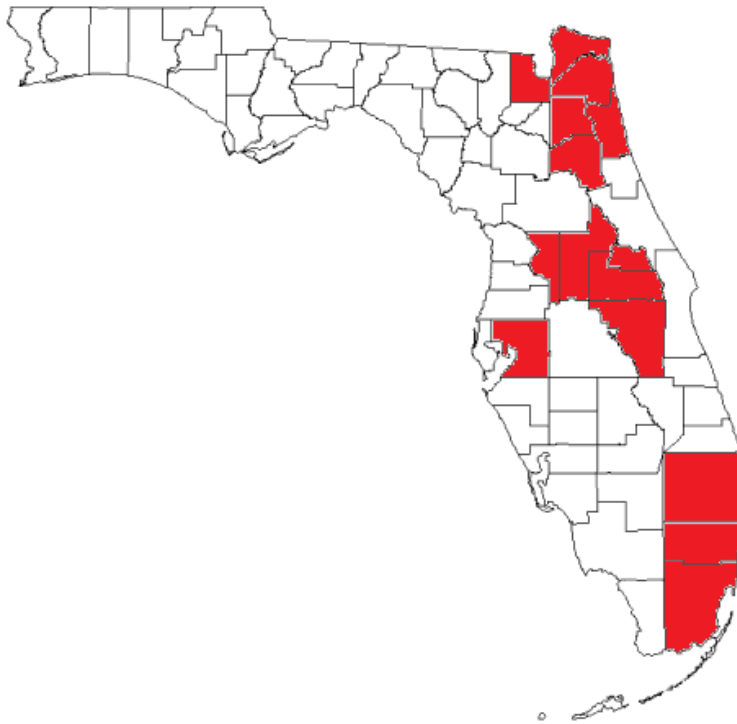
Although it may sound counter-intuitive, it may not be necessary to regionally align where Florida should increase its bachelor's degree production in high demand areas with where the population is growing the fastest. There are several reasons why. First, many college and university students are not placebound and expect to re-locate for work after graduation. Secondly, higher education is not "placebound," either. Today's colleges and universities are able to deliver all or part of their degree programs online—either by themselves or in partnership with other institutions. Thirdly, student-employer connections can be built into the curriculum regardless of employer location. Students can connect with potential employers in high demand fields before they graduate through internships and other on-site opportunities. With input from employers and occupational advisory boards, colleges and universities can embed certificates into existing curricula. And fourth, a key facet of any degree program should be career information about where jobs are located before students enroll in their program majors.

At several of its meetings, Commission members voiced concern about the potential for higher education to over-develop programs in high demand occupations in response to its gap analysis. The Commission noted on several occasions that the list of high demand programs should not be regarded as a "shopping list" by institutions throughout Florida to create new programs. Several of the Board of Governors' regulations address

the issue of unnecessary duplication of new programs, in particular Regulation 8.011.<sup>5</sup> Florida needs to expand capacity to produce more baccalaureate trained employees in high demand occupations, but it needs to do so in a way that is *economically and educationally justifiable*.

How best, then, to expand capacity to produce baccalaureate graduates in high demand occupations? Should programs be centered in regions where the jobs are most plentiful? Let's look at a specific example. Based on regional workforce data from the Department of Economic Opportunity (DEO), 70% of the computer occupations identified by the Commission's gap analysis are found in the four shaded areas identified in Map 2 below, which represent six DEO workforce regions and sixteen counties.

**Map 2: Highest Unfilled Workforce Demand in Computer Occupations, by Region in Florida**



<sup>5</sup> Board of Governors, State University System of Florida, "Authorization of New Academic Degree Programs and Other Curricular Offerings," Retrieved August 25, 2013 from

[http://www.flbog.edu/documents\\_regulations/regulations/8\\_011New%20Program%20Auth\\_reg%20final%20clean.pdf](http://www.flbog.edu/documents_regulations/regulations/8_011New%20Program%20Auth_reg%20final%20clean.pdf)

In considering where to expand existing baccalaureate degree programs that lead to employment in these occupations, should only those institutions that are physically located in these regions be considered? For the State University System, that perspective would favor UNF, UCF, USF, FAU and FIU. But what if UWF, in the Pensacola area, or UF in Alachua County, has a strong program that could expand in a cost-effective manner?

To some extent, however, it does not matter which regions in Florida are expected to grow the fastest if demand for a particular program is clear. In addition, educational technology enables the delivery of programs students need at accessible times and locations—without regard to the location of the provider. It also may not matter which regions will need the greatest number of bachelor's degree trained workers in, say, computer science and information technology fields if students are told, when they enter these programs, where the jobs are located and if they are willing to move to these areas.

It does matter, however, if multiple institutions throughout the higher education system—public and private, predominantly two- or four-year--react to high demand by ramping up existing programs or building new programs. A lack of systemic thinking can result in unwarranted duplication of programs, the net effect of which can be numerous weak programs that compete with each other, incurring redundant costs. Such a reaction is neither economically nor educationally justifiable.

### **3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?**

The answer is “probably” if the composition and performance of Florida’s economy remains relatively unchanged. We are currently on track in making two needed improvements so that Florida produces the number of bachelor’s graduates the Board of Governors has projected by the year 2025: 1) increasing State University System enrollments and 2) improving graduation rates in *all* sectors—high school, college and university.

Students are considered college-ready when they have the knowledge, skills and academic preparation needed to succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program.

#### *Maintaining the Status Quo*

To support the status quo, the pipeline of potential baccalaureate degree-seeking students comes predominantly from high schools and transfer students from the 28 state public colleges. The Florida Department of Education, however, projects flat growth for the number of standard diplomas awarded through the year 2016. The actual numbers of students who earned standard diplomas in 2010-11 was about 150,000 students. That number is not expected to change at all through 2019-2020. Historically, roughly half—48 to 55%--of high school graduates who receive standard



diplomas (not GEDs or alternate diplomas) will enroll in college in Florida. If this projection proves correct and the number of high school diploma recipients stays flat, then we need to employ strategies to increase the percent that continue on to college.

A positive development is the fact that more students are graduating from high school “college-ready.” The Florida College System reports that the percentage of recent high school graduates, age 20 years or younger, who needed remediation upon entry to college declined from 20% in 2007-08 to 14% in 2011-12. These improvements have no doubt been influenced by an increase in the rigor of the high school curriculum and better communication about expectations for college entry.

Another factor that is important to consider in whether Florida is producing the college-ready students it needs is the selectivity of its State University System. Last year there were 150,000 high school diplomas awarded in Florida and 30,000 of these graduates were admitted to the State University System institutions. The SUS is currently a selective system and it turns away qualified applicants from Florida high schools. The average high school GPA for *all* first-time in college students, including profile admits<sup>6</sup>, at state universities in Fall 2012 was 3.8. At Florida State University, for example, entering freshmen in Fall 2013 had an average GPA of 4.0. For the Summer/Fall 2012 session, 30,040 unduplicated students applied to FSU. Of these applicants, 16,124 were admitted and 5,738 actually enrolled.<sup>7</sup> To increase the number of Floridians who go to college within the state, it makes sense to expand baccalaureate capacity in the Florida College System.

The Florida College System’s transfer students are another critical piece of the pipeline of potential baccalaureate degree graduates. Transfer students have already demonstrated success in college by earning an associate’s degree and a desire to continue for a bachelor’s degree. Historically, 45%-50% of A.A. recipients continue their education the following year either within the State University System or the Independent Colleges and Universities of Florida. A portion of students who earn A.S. and other associate degrees also transfer into professional and more general bachelor’s degree programs.

The Commission’s efforts focused on gaps in baccalaureate degree production—and not gaps at the associate’s or graduate levels. Additional efforts to target associate degree completers to continue to the baccalaureate could also increase Florida’s baccalaureate degree production. A January 2010 OPPAGA report found that most A.A. degree recipients never applied to a state university and their survey of 3,000

<sup>6</sup> A “profile admit” student is admitted to a state university via an “Alternative Admission,” process described in Board Regulation 6.002. Available at [http://www.flbog.edu/documents\\_regulations/regulations/6.002Final\\_FTICAdmissions.pdf](http://www.flbog.edu/documents_regulations/regulations/6.002Final_FTICAdmissions.pdf)

<sup>7</sup> Florida State University. Office of Institutional Research. Retrieved October 1, 2013 from [http://www.ir.fsu.edu/Factbooks/2012-13/Admission\\_Statistics.pdf](http://www.ir.fsu.edu/Factbooks/2012-13/Admission_Statistics.pdf)

students found that the most common reason was a lack of information about transfer policies.<sup>8</sup>

A third source in the pipeline of potential college-ready students results from the sheer increase in Florida's population. The Florida Legislature's Office of Economic & Demographic Research (EDR) projects that Florida's 18 to 24 year old population will increase by 147,000 from 2010 to 2025. If Florida enrolls 34% of the 18 to 24 year old population in 2025, the same percent as it did in 2009 (the year for which we have the latest data), then Florida is projected to add 50,000 undergraduates through population growth alone.

And finally, a fourth source in the pipeline is new Floridians. During the past five years, 39% of Florida's net migrants (25 years and older) have had a bachelor's or graduate degree, which is considerably higher than the educational attainment of Florida's resident population (25%). Based on analyses of geographic mobility estimates for 2006-2010, Florida annually imports a net of about 2,400 people with bachelor's and graduate degrees. Unfortunately, many of those who migrate to Florida with bachelors or graduate degrees are in the older age brackets; some are at or near retirement age. The additional 2,400 bachelor's degree-holders Florida gains through net migration, however, is small compared to the current 86,000 bachelor's degrees produced by all of Florida's colleges and universities each year.

### Increasing College-Going Rates

If Florida wants to significantly improve its economic performance relative to that of other states, however, it will have to increase the number and percentage of its residents with bachelor's (or higher) degrees. For example, one reason Florida ranks 35<sup>th</sup> in the nation in terms of knowledge workers is that it ranks 37<sup>th</sup> in the nation (and last among the 10 most populous states) in the percentage of its population with at least a bachelor's degree.

Encouraging a greater percentage of Floridians to go to college will be a heavy lift. If we look at a broader range of students than just immediate high school graduates who continue to college, Florida ranks 31<sup>st</sup> in the nation and slightly below the national and "Big 10" state averages in the percent of its 18- to 24-year olds who are enrolled in higher education, based upon the most recent data available from 2009.<sup>9</sup>

<sup>8</sup> See Office of Program Policy Analysis and government Accountability. (January 2010). "Most AA Graduates Pursue Baccalaureate Degrees, but Many Lack Information About Articulation Policies." Report No. 10-01. Tallahassee, Florida: OPPAGA. Retrieved August 23, 2013 from

<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1001rpt.pdf>

<sup>9</sup> Source: NCHEMS staff analysis of IPEDS Fall Enrollment Survey and U.S. Census Population estimates. (See Slide 13, 9/26/13 Commission for Higher Education Power Point materials.)

**4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?**

The simple answer to this question is “No, Florida does not need any new colleges or universities to meet the workforce demand for bachelor’s degree graduates.” The state is currently on track to meet the Board of Governors’ bachelor’s degree production goals for 2025 with just modest improvements in the system--without even considering other sources of college-ready students. In its 2012-2025 *Strategic Plan*, the Board of Governors of the State University System set a goal to produce 90,000 bachelor’s degrees a year by 2025. The system of 12 public universities is currently on track to reach the 90,000 goal, with only modest improvements in graduation rates or enrollment increases, where there is room to do so.

If additional growth should also occur within the Florida College System, the ability of the state to produce the bachelor’s degrees it needs for high demand occupations would be assured. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida’s needs. For that to occur, the Florida College System should be funded to meet statewide need for baccalaureate degree production in high demand areas, with a clearer delineation of which Florida Colleges System institutions would be major baccalaureate producers.

Further, to avoid duplication and to maximize access to baccalaureate programs throughout the state, the Board of Governors and the State Board of Education should collaborate to ensure the best possible results for students and the State. For example, in cases in which both a university and a state college have an interest in expanding baccalaureate degree production, a joint standing committee of members and staff of both boards could serve as an annual review committee. Other possible mechanisms for collaboration could include a Listserv that all institutions, public and private, two- and four-year, could post the titles of prospective baccalaureate degree program offerings well in advance of actual program development, such as nine to twelve months before the institutional board would review the program for approval. The bottom line is that policy changes may be in order so that Florida expands baccalaureate program offerings in an effective, efficient manner.

**5. Should all these new students attend our state universities, or is there a major role to be played by the State’s colleges and other sectors?**

Yes, there is indeed a major role for Florida’s state colleges and independent sectors of higher education to play to meet workforce demand at the baccalaureate degree level. Florida has 12 public universities, including one that is brand new and that has yet to enroll any students. Almost 350,000 students enroll in the system. The Florida College

System's 28 state colleges enroll almost 879,948 full- and part-time students (headcount) with 25,389 of these currently enrolled in bachelor's level programs.<sup>10</sup>

The Independent Colleges and Universities of Florida also play a major role, producing 26% ( $n = 19,000$ ) of Florida's bachelor's degree graduates at 31 private, non-profit institutions. Together, these institutions enroll 153,000 students throughout 141 actual sites throughout the state.<sup>11</sup>

The Commission for Independent Education has jurisdiction over 921 independent institutions operating in Florida with 379,752 students enrolled. The majority, 60%, of the institutions are non-degree granting institutions. But the 369 institutions which are degree-granting enroll the overwhelming majority of students—302,517.<sup>12</sup>

Across the U.S., higher education has matured. Few states build new public colleges or universities today. Far and away the preferred path is to expand established colleges and universities to new locations or centers. In addition, the latest data available show that 65% of Florida's recent high school graduates—a total of 93,104 students--enrolled in one of the 28 Florida state colleges in 2010-11. Many of these will transfer to four-year programs. In 2011-12, 62,614 state college students earned an Associate in Arts degree, the degree that enables them to take advantage of Florida's 2+2 program and transfer to a four-year institution. In addition, almost 4,000 more state college students earned a bachelor's degree at a state college.

A focus on quality within the State University System so that every student who enrolls also graduates, coupled with a clear identification of Florida College System institutions that are well-positioned to expand baccalaureate degree production, would provide Florida with the workforce it needs.

### **Implementing a Process to Decrease the Workforce Gap in High Demand Occupational Areas**

The 2013 Legislature provided \$15 million for the implementation of the gap analysis, as developed by the Commission on Access and Educational Attainment. Appendix C of this report is a draft Solicitation for Grants Application that will be released in November 2013 to award a small number of grants to colleges and universities to increase baccalaureate degree production in targeted gap areas.

<sup>10</sup> 2013 Annual Report, The Florida College System, Florida Department of Education, Tallahassee, Florida. Retrieved August 25, 2013 from <http://www.fldoe.org/fcs/pdf/annualreport2013.pdf>

<sup>11</sup> The Independent Colleges and Universities of Florida. Retrieved August 25, 2013 from <http://www.icuf.org/newdevelopment/about-icuf/>

<sup>12</sup> Florida Department of Education. (April, 2011). Commission for Independent Education and Department Procurement and Expenditure Processes. Operational Audit. Report No. 2011-177. Retrieved August 25, 2013 from [http://www.myflorida.com/audgen/pages/pdf\\_files/2011-177.pdf](http://www.myflorida.com/audgen/pages/pdf_files/2011-177.pdf)

In its gap analysis, the Commission identified occupations in which there were gaps of 100 or more unfilled positions a year, a criterion that yielded over a dozen broad occupational areas on which to focus. At its August 19, 2013 meeting, the Commission reviewed a process that is consistent with legislative intent to award between four and six grants in the highest demand gap areas, including:

- 1) computer and information technology gap areas (over 2,000 annual under-supply)
- 2) accounting, auditing and financial analyst gap areas (around 900 annual under-supply)
- 3) middle-school teaching, focusing on teacher *retention* rather than new teacher training programs (over 1,000 annual under-supply).

A word of explanation regarding the third area, middle-school teacher retention, is in order. Additional analysis of Florida Dept. of Education data on teacher retention show that some school districts in Florida experience significant loss of new teachers within a few years. The Solicitation for Grant Applications focuses on the need for inservice and pre-service efforts to develop effective strategies and activities to identify and address problems in retaining new middle-school teachers, such as targeted training in technology applications or classroom management.

The grant application process is competitive. Per legislative intent, a State University System institution must submit the application and serve as the fiscal agent. Partnerships with state colleges and independent institutions, however, are strongly encouraged. The grant criteria award additional points for state universities that partner with another institution. The rationale for encouraging partnerships is to provide an incentive for institutions within a region to work together to address gaps, thus avoiding any tendency for multiple institutions within a region to offer the same program, diluting the resources and negatively affecting long-term sustainability of one or more of the competing programs. One strong program within a region is better than several weak ones. Other award criteria include points for innovative curricular and delivery designs to speed up degree production, including eLearning and other alternative models.

The legislation calls for two years of funding to award winners, contingent upon legislative appropriations next year. Institutions that build upon existing capacity, rather than developing brand new programs, have a competitive advantage the first year. All award recipients must agree to monitoring and evaluation. If an institution is unable to implement the program it proposed the first year, those grant dollars would return to the Board of Governors to be added for distribution with the second year of available funds.

The Solicitation for Grants will be released in November 2013, review of proposals will be completed by the beginning of the next legislative session in March 2014, and funds will be distributed to institutions by the end of the 2013-14 fiscal year. The detailed process for reviewing applications and awarding the grant funds, along with deadlines is described in Appendix C.

A three-stage monitoring and evaluation process will be implemented. First, the same senior policy staff, or their designees, who provided support to the Commission during the development of the gap analysis will also monitor and evaluate institutions' progress in implementing the proposed programs. Staff will draft progress reports and evaluations and provide them to Commission members, who will meet twice a year to monitor progress and make any necessary recommendations for improvements. Commission reports and recommendations will be forwarded to the Board of Governors. As the fiscal agent for the appropriated funds, the Board of Governors will maintain final oversight authority to ensure progress is being made.

### **Next Steps: Considering a New Florida**

Few states are able to steer higher education in a way that truly responds to workforce needs. One of the major reasons is that students can choose what majors to pursue—and they often don't make their choices based upon occupational demand. Another reason is the difficulty in wrestling disparate labor and education data into submission—the CIP-SOC exercise. The researchers from both workforce and higher education who developed the methodology have provided a useful, sustainable tool with which to conduct future analyses.

This gap analysis should be repeated every three years, preferably as part of an Estimating Conference that includes all of the parties who participated in this inaugural effort. Because the gaps are at the baccalaureate level and it takes at least several years to produce a graduate, the gap analysis does not need to be conducted more frequently than every few years.

What other next steps might be considered? First and foremost, we need to closely monitor and evaluate efforts of the programs that are funded through the grant application process with legislatively appropriated funds to reduce the gaps at the baccalaureate level over the next few years. If the programs and the process are successful, we need to make adjustments in the current gaps and develop new projections for the next 5 years or so.

But that is not all that we should do. Although the Commission for Access and Educational Attainment focused on the near future in its investigation of baccalaureate degree production and alignment of economic and educational resources to achieve that, it also spent some time looking further into the future.

The information below was discussed by Commission members at their September 26, 2012 meeting showing where Florida ranks on national indicators of economic and social well-being



- % of 18 to 24 year. olds enrolled in college: 31<sup>st</sup>
- High school to college continuation rate: 38<sup>th</sup>
- % of 2010 population with a bachelor's or higher: 37<sup>th</sup>
- Bachelor's degrees per 18 to 24 year population: 34<sup>th</sup>
- Per capita gross domestic product: 40<sup>th</sup>
- Per capita net earnings: 45<sup>th</sup>
- Knowledge jobs in 2010 New Economy Index: 33<sup>rd</sup>

Most growth in the New Economy stems from increases in knowledge and innovation. Florida fared worst in two categories highly related to education—Knowledge Jobs and Innovation Capacity. In the category of Knowledge Jobs, Florida ranked 33<sup>rd</sup> in the 2010 New Economy Index. In Innovation Capacity, Florida ranked 32<sup>nd</sup>. The category “Knowledge Jobs” includes indicators that track employment of IT professionals outside the IT industry; jobs held by managers, professionals, and technicians; the educational attainment of the entire workforce; immigration of knowledge workers; migration of domestic knowledge workers; employment in high-value-added manufacturing sectors; and employment in high-wage traded services. Innovation Capacity was measured by 1) the share of jobs in high-tech industries; 2) scientists and engineers as a share of the workforce; 3) the number of patents relative to the size of the workforce; 4) industry R&D as a share of worker earnings; 5) nonindustrial R&D as a share of GSP; 6) green energy production; and 7) venture capital invested as a share of worker earnings.

A recent report notes that “Over the long term, slow and consistent increases in state postsecondary attainment can attract high-value-added industries. But in the short term, the available jobs determine the demand for postsecondary talent. As a result, increasing postsecondary attainment without increasing the share of jobs that require postsecondary talent will simply further the brain drain into states where college-level jobs are available.”<sup>13</sup>

So therein lies the rub: How does Florida plan for a future that may require higher levels of educational attainment in its workforce, such as in Computer and Information Technology, if the state has traditionally been a low-producer of bachelor's degrees and lacks the resources to ramp up? This is the kind of question Floridians need to answer for the long-term. Are we content with the status quo for a Florida in which the economy

<sup>13</sup> Carnevale, A.P. and Smith, N. (July 31, 2012). *A Decade Behind: Breaking Out of the Low-Skill Trap in the Southern Economy*. Georgetown University: Center for Education and the Workforce. Retrieved August 27, 2013 from <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/DecadeBehind.FullReport.073112.pdf>, p. 5.

is based upon tourism and agriculture—and low-skilled workers to support those industries? Or does Florida's future include strong growth in information technology, for example, that depends upon knowledge workers? If the latter, then Florida has some work to do.

Here are some other characteristics that will also make Florida's future different from its past:

- Florida's **older population** (age 60 and older) will account for most of Florida's population growth, representing 55 percent of the gains.
- In 2000, Florida's prime **working age population** (ages 25-54) accounted for 41.5 percent of total population. With the aging baby boom generation, this percentage is estimated to have fallen to 39.7 percent in 2009 and by 2030 is projected to represent 36.0 percent.
- The **ratio of taxpaying workers to retirees** will fall as baby boomers age, and new retirees will not be fully replaced by younger workers. An increasingly smaller percentage of individuals will assume the bulk of the tax burden as the number of elderly increases and the demand for services continues to grow.

Regarding the need to develop alternate future scenarios in projecting Florida's workforce needs, at its December 10, 2012 meeting, the Commission members discussed several possibilities:

- benchmarking Florida's needs to aspirational peer states,
- using Enterprise Florida Targeted Industry Clusters and also identifying aspirational clusters,
- thinking in terms of Existing, Evolving (starting to take off) and Emerging (on the horizon) industries and occupations, and
- thinking in terms of short- vs. long-term needs, with long-term defined as 8 years or more.

In considering aspirational states that would be appropriate comparators for targeted industries and occupations that Florida might pursue, the Commission suggested the following:

- Consider the educational resources that top states have that Florida may lack, such as better prepared K-12 students on NAEP scores or a very high rate of community college transfer activity to the universities and take these factors into consideration when considering alternate scenarios.
- Choose aspirational states according to the most likely areas of growth for Florida. Who is #1 in each of our targeted industries and who is #50? What are our aspirational goals? What's a reasonable number of job openings or percent of growth to increase?

- Consider our ranking in the New Economy Index. For example, what ranking do we want for Florida regarding the state's place in the "Innovation Jobs" category?
- Consider the need to diversify the economy, rather than simply increase the number of 18 to 24 year olds in college. Do we want to further increase large sectors—or do we turn our attention to smaller, but promising, sectors?

The Florida economy is improving. Thanks to legislative support, higher education has incentive funding to encourage institutions to expand baccalaureate degree production in areas that the state needs. But we also need to make progress on long-term strategies that will help the system grow in carefully planned ways as the economy improves. This includes looking at how we fund higher education and providing incentives for growth.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcomes measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's policymakers are taking.

Data informs policy. It is our hope that the data-driven method on which the Commission on Access and Educational Attainment built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

FLORIDA EDUCATION & TRAINING  
PLACEMENT INFORMATION PROGRAM (FETPIP)

*DIVISION OF ACCOUNTABILITY, RESEARCH AND MEASUREMENT (ARM)*

# ANNUAL OUTCOMES REPORT

FALL 2012 DATA  
October, 2013



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### APPENDICES

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**\*\*\* SAMPLE FOLLOW-UP REPORT \*\*\***

Items are described on following pages.

**A) TOTAL INDIVIDUALS 61,685****B) TOTAL WITH OUTCOME DATA 55,138 89%****C) FLORIDA EMPLOYMENT DATA (4th QTR)**

<b>c1)</b> FOUND EMPLOYED	<b>38,296</b>	<b>c2) 62%</b>
<b>c3)</b> AVERAGE EARNINGS - ALL	<b>\$5,382</b>	
<b>c4)</b> ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>20,136</b>	<b>c5) 53%</b>
<b>c6)</b> AVERAGE FT/FQ EARNINGS	<b>\$8,337</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***D) EARNINGS BY LEVEL\***

Number of employed earning:

<b>d1)</b> Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>18,160</b>	<b>d2) 47%</b>
<b>d3)</b> Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10,701</b>	<b>d4) 28%</b>
<b>d5)</b> Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than	<b>5,197</b>	<b>d6) 14%</b>
<b>d7)</b> Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,238</b>	<b>d8) 11%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***E) FEDERAL EMPLOYMENT DATA**

<b>e1)</b> CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>391</b>	<b>e2) 1%</b>
<b>e3)</b> FOUND IN THE MILITARY	<b>405</b>	<b>e4) 1%</b>

**F) FLORIDA CONTINUING EDUCATION DATA**

<b>f1)</b> TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>41,888</b>	<b>f2) 68%</b>
<b>f3)</b> ...IN DISTRICT POSTSECONDARY	<b>419</b>	<b>f4) 1%</b>
<b>f5)</b> ...IN FLORIDA COLLEGE SYSTEM	<b>13,955</b>	<b>f6) 33%</b>
<b>f5a)</b> AA Program	396	<b>f6a)</b> 3%
<b>f5b)</b> AS Program	2,995	<b>f6b)</b> 21%
<b>f5c)</b> AAS Program	148	<b>f6c)</b> 1%
<b>f5d)</b> Adult Vocational Certificate	307	<b>f6d)</b> 2%
<b>f5e)</b> Vocational Credit Certificate	168	<b>f6e)</b> 1%
<b>f5f)</b> Other	9,941	<b>f6f)</b> 71%
<b>f7)</b> ...IN STATE UNIVERSITY SYSTEM	<b>28,540</b>	<b>f8) 68%</b>
<b>f9)</b> ...IN PRIVATE COLLEGE OR UNIVERSITY	<b>2,036</b>	<b>f10) 5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

<b>f11)</b> OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>26,339</b>	<b>f12) 63%</b>
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**G) RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

<b>g1)</b> RECEIVING TANF	<b>69</b>	<b>g2) 0%</b>
<b>g3)</b> ... & EMPLOYED	19	<b>g4) 28%</b>
<b>g5)</b> RECEIVING FOOD STAMPS	<b>5,637</b>	<b>g6) 9%</b>
<b>g7)</b> ... & EMPLOYED	3,206	<b>g8) 57%</b>
<b>g9)</b> RECEIVING TANF &or FOOD STAMPS	<b>5,637</b>	<b>g10) 9%</b>
<b>g11)</b> ... & EMPLOYED	3,206	<b>g12) 57%</b>

**H) FLORIDA DEPARTMENT OF CORRECTIONS DATA**

<b>h1)</b> INCARCERATED	<b>24</b>	<b>h2) 0%</b>
<b>h3)</b> COMMUNITY SUPERVISION	<b>237</b>	<b>h4) 0%</b>

## Contents of FETPIP's Annual Outcomes Report

The findings for each education or training application that worked with the FETPIP program is represented on a one page report. Each report page is divided into seven primary sets of data types. These are **Total Individuals**, **Total with Outcome Data**, **Florida Employment Data**, **Earnings by Level**, **Federal Employment Data**, **Florida Continuing Education Data**, **Receiving Public Assistance**, and **Florida Department of Corrections Data**. The following notes describe the content of each of the major categories including several subcategories of data elements. The notes are keyed to alphanumeric identifiers on the sample report on the preceding page. **Please note that data cells with small numbers have been suppressed and replaced by asterisks for confidentiality purposes, in compliance with Florida Statute Section 1008.39.**

**A) TOTAL INDIVIDUALS:** The number of individuals with valid social security numbers as reported for follow-up to FETPIP.

**B) TOTAL WITH OUTCOME DATA:** The number of unduplicated individuals with valid social security numbers, found via FETPIP's data matching method during the target period, July 2011 - June 2012.

**C) FLORIDA EMPLOYMENT DATA (4th QTR):**

**c1) Found Employed:**

The number of individuals found employed in public, private, or non-profit establishments who are covered by the Florida Unemployment Insurance System during the October-December 2012 target period.

*Note: Unemployment insurance wage data are used. Wage files report employment and earnings for the employees of covered establishments.*

**c2) Percent Found Employed:**

The number *Found Employed* divided by the *Total Individuals*.

**c3) Average Earnings - All:**

The average earnings reported for those found employed in Florida regardless of amount of earnings or time worked in a quarter.

**c4) Estimated Full Time/Full Qtr:**

The number estimated of those *Found Employed* in Florida who had earnings of at least \$3,988 (minimum wage of \$7.67 per hour X 40 hours X 13 weeks).

**c5) Percent Est. Full Time/Full Qtr:**

The number estimated working *Full Time / Full Quarter* divided by *Found Employed*.

**c6) Average Full Qtr. Earnings:**

The estimated average earnings for those found employed on an estimated full-time basis.

**D) EARNINGS BY LEVEL**

**d1) Less than \$7.67 per hour**

The number of persons found earning less than \$3,988 per quarter (minimum wage x 40 hours per week x 13 weeks).

**d2) Percent Less than \$7.67 per hour**

The number of persons found earning less than \$3,988 divided by those Found Employed.

**d3) Wages Between \$7.67 and \$13.91 Inclusive**

The number of persons found earning at least \$3,988 but less than \$7,235 per quarter.

**d4) Percent Wages Between \$7.67 and \$13.91 Inclusive**

The number of persons found earning at least \$3,988 but less than \$7,235 divided by those Found Employed.

**d5) Wages Between \$13.92 and \$20.15 Inclusive**

The number of persons found earning at least \$7,235 but less than \$10,483 per quarter.

**d6) Percent Wages Between \$13.92 and \$20.15 Inclusive**

The number of persons found earning at least \$7,235 but less than \$10,483 divided by those Found Employed.

**d7) Wages at Least \$20.16 per hr**

The number of persons found earning at least \$10,483 per quarter.

**d8) Percent Wages at Least \$20.16 per hr**

The number of persons found earning at least \$10,483 divided by those Found Employed.

**E) FEDERAL EMPLOYMENT DATA****e1) Civilian Employment:**

The number of persons found employed in the federal career service system managed through the Office of Personnel Management (OPM) during the October-December 2012 target period.

**e2) Percent Civilian Employment:**

The number of persons found in *Civilian Employment* divided by *Total Individuals*.

**e3) Found in the Military:**

The number of persons found on active duty in the U.S. Military Services during the target period July 2011 - June 2012.

**e4) Percent Found in the Military:**

The number of persons *Found in the Military* divided by *Total Individuals*.

**F) FLORIDA CONTINUING EDUCATION DATA****f1) Total Cont. their Education (Unduplicated):**

The number of persons found continuing their postsecondary education in Florida in a public adult education program, Career & Technical Education (CTE) program, community college, or public or private college or university.

**f2) Percent Total Cont. their Education (Unduplicated):**

The number of persons *Total Cont. their Education* divided by *Total Individuals*.

**f3) ...In District Postsecondary:**

The number found enrolled in a school district-administered postsecondary Career & Technical Education (CTE) program.

**f4) Percent ...In District Postsecondary:**

The number of persons *...In District Postsecondary* divided by *Total Cont. their Education*.

**f5) ...In Florida College System:**

The number found enrolled in one of Florida's 28 public colleges either in Associate in Art (AA), Associate in Science (AS), Associate of Applied Science (AAS), Adult Vocational, Vocational College Credit or other postsecondary programs.

**f5a) AA:** The number found enrolled in an Associate in Arts program in one of Florida's public colleges.

**f5b) AS:** The number found enrolled in an Associate in Science program in one of Florida's public colleges.

**f5c) AAS:** The number found enrolled in an Associate of Applied Science program in one of Florida's public colleges.

**f5d) Adult Vocational Certificate:** The number found enrolled in a postsecondary adult vocational certificate program in one of Florida's public colleges.

**f5e) Vocational Credit Certificate:** The number found enrolled in a postsecondary vocational credit certificate program in one of Florida's public colleges.

**f5f) Other:** The number found enrolled in public college programs that were not declared, were not added, or were receiving remedial instruction in one of Florida's public colleges.

**f6) Percent ...In Florida College System:**

The number of persons *...In Florida College System* divided by *Total Cont. their Education*.

**f6a) Percent AA:** The number found enrolled in an Associate in Arts program divided by the number found enrolled in the Florida College System.

**f6b) Percent AS:** The number found enrolled in an Associate in Science program divided by the number found enrolled in the Florida College System.

**f6c) Percent AAS:** The number found enrolled in an Associate of Applied Science program divided by the number found enrolled in the Florida College System.

**f6d) Percent Adult Vocational Certificate:** The number found enrolled in a postsecondary adult vocational certificate program divided by the number found enrolled in the Florida College System.

**f6e) Percent Vocational Credit Certificate:** The number found enrolled in a postsecondary vocational credit certificate program divided by the number found enrolled in the Florida College System.

**f6f) Percent Other:** The number found enrolled in other college programs divided by the number found enrolled in the Florida College System.

**f7) ...In State University:**

The number found enrolled in one of Florida's eleven public universities.

**f8) Percent ...In State University:**

The number of persons *In State University* divided by *Total Cont. their Education*.

**f9) ...In Private College or University:**

The number found enrolled in one of Florida's licensed, accredited private colleges or universities.

**f10) Percent ...In Private College or University:**

The number of persons *In Private College or University* divided by *Total Cont. their Education*.

**f11) Of Total Cont. Ed. Those Found Employed:**

The number of persons who were found to be both continuing their education and employed during the period.

**f12) Percent Of Total Cont. Ed. Those Found Employed:**

The number of persons *Of Total Cont. Ed. Those Found Employed* divided by *Total Cont. their Education*.

**G) RECEIVING PUBLIC ASSISTANCE**



**g1) Receiving TANF:**

The number of persons who received Temporary Assistance for Needy Families (TANF) during the October - December 2012 period. These individuals are considered “heads of households” for these purposes.

**g2) Percent Receiving TANF:**

The number of persons *Receiving TANF* divided by *Total Individuals*.

**g3) Receiving TANF & Employed:**

The number of those receiving TANF who were also employed during the period.

**g4) Percent Receiving TANF & Employed:**

The number of persons *Receiving TANF & Employed* divided by *Receiving TANF*.

**g5) Receiving Food Stamps:**

The number of persons who received food stamps during the target period as heads of household.

**g6) Percent Receiving Food Stamps:**

The number of persons *Receiving Food Stamps* divided by *Total Individuals*.

**g7) Receiving Food Stamps & Employed:**

The number of those receiving Food Stamps who were also employed during the period.

**g8) Percent Receiving Food Stamps & Employed:**

The number of persons *Receiving Food Stamps & Employed* divided by *Receiving Food Stamps*.

**g9) Receiving TANF &/or Food Stamps:**

The number who received TANF and/or food stamps during the period.

**g10) Percent Receiving TANF &/or Food Stamps:**

The number of persons *Receiving TANF &/or Food Stamps* divided by *Total Individuals*.

**g11) Receiving TANF &/or Food Stamps & Employed:**

The number of those receiving TANF and/or Food Stamps who were also employed during the period.

**g12) Percent Receiving TANF &/or Food Stamps & Employed:**

The number of persons *Receiving TANF &/or Food Stamps & Employed* divided by *Receiving TANF &/or Food Stamps*.

**H) FLORIDA DEPARTMENT OF CORRECTIONS DATA****h1) Incarcerated:**

The number who were in a state correctional facility during the October-December 2012 period.

**h2) Percent Incarcerated:**

The number of persons *Incarcerated* divided by *Total Individuals*.

**h3) Community Supervision:**

The number of who were adjudicated to Department of Corrections community supervision during the October-December 2012 period.

**h4) Percent Community Supervision:**

The number of persons *Community Supervision* divided by *Total Individuals*.

## OUTCOMES REPORTS

1112123

**2011-12 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 124,970****TOTAL WITH OUTCOME DATA 107,047 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>56,628</b>	<b>45%</b>
AVERAGE EARNINGS - ALL	<b>\$2,156</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,878</b>	<b>10%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,498</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>50,750</b>	<b>90%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,293</b>	<b>9%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>432</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>153</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>15</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>3,538</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>79,717</b>	<b>64%</b>
...IN DISTRICT POSTSECONDARY	<b>1,758</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>47,949</b>	<b>60%</b>
AA Program	30,944	65%
AS Program	3,050	6%
AAS Program	483	1%
Adult Vocational Certificate	432	1%
Vocational Credit Certificate	186	0%
Other	12,854	27%
...IN STATE UNIVERSITY SYSTEM	<b>27,799</b>	<b>35%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>4,529</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>37,145</b>	<b>47%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>270</b>	<b>0%</b>
... & EMPLOYED	114	42%
RECEIVING FOOD STAMPS	<b>19,778</b>	<b>16%</b>
... & EMPLOYED	9,261	47%
RECEIVING TANF &or FOOD STAMPS	<b>19,828</b>	<b>16%</b>
... & EMPLOYED	9,288	47%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>48</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>442</b>	<b>0%</b>

1112124

**2010-11 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 120,134****TOTAL WITH OUTCOME DATA 102,992 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>63,598</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$2,690</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>12,800</b>	<b>20%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,547</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>50,798</b>	<b>80%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>11,351</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,159</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>290</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>46</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>4,452</b>	<b>4%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>72,538</b>	<b>60%</b>
...IN DISTRICT POSTSECONDARY	<b>1,411</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>42,567</b>	<b>59%</b>
AA Program	30,878	73%
AS Program	2,674	6%
AAS Program	480	1%
Adult Vocational Certificate	473	1%
Vocational Credit Certificate	250	1%
Other	7,812	18%
...IN STATE UNIVERSITY SYSTEM	<b>27,181</b>	<b>37%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>3,441</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>40,700</b>	<b>56%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>148</b>	<b>0%</b>
... & EMPLOYED	65	44%
RECEIVING FOOD STAMPS	<b>13,433</b>	<b>11%</b>
... & EMPLOYED	7,646	57%
RECEIVING TANF &or FOOD STAMPS	<b>13,437</b>	<b>11%</b>
... & EMPLOYED	7,647	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>89</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>805</b>	<b>1%</b>

1112125

**2009-10 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 118,679****TOTAL WITH OUTCOME DATA 100,219 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>66,117</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$3,164</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>19,517</b>	<b>30%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,792</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>46,600</b>	<b>70%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>16,624</b>	<b>25%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,371</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>522</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>91</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>4,972</b>	<b>4%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>64,356</b>	<b>54%</b>
...IN DISTRICT POSTSECONDARY	<b>1,221</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>32,491</b>	<b>50%</b>
AA Program	22,326	69%
AS Program	2,640	8%
AAS Program	443	1%
Adult Vocational Certificate	445	1%
Vocational Credit Certificate	302	1%
Other	6,335	19%
...IN STATE UNIVERSITY SYSTEM	<b>30,402</b>	<b>47%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>3,356</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>38,642</b>	<b>60%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>168</b>	<b>0%</b>
... & EMPLOYED	91	54%
RECEIVING FOOD STAMPS	<b>12,904</b>	<b>11%</b>
... & EMPLOYED	7,820	61%
RECEIVING TANF &or FOOD STAMPS	<b>12,908</b>	<b>11%</b>
... & EMPLOYED	7,822	61%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>123</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,125</b>	<b>1%</b>

1112102

**2011-12 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,081****TOTAL WITH OUTCOME DATA 814 75%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>526</b>	<b>49%</b>
AVERAGE EARNINGS - ALL	<b>\$2,398</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>76</b>	<b>14%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,509</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>450</b>	<b>86%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>69</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>3</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>119</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>109</b>	<b>92%</b>
AA Program	29	27%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	67	61%
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>60</b>	<b>50%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>433</b>	<b>40%</b>
... & EMPLOYED	189	44%
RECEIVING TANF &or FOOD STAMPS	<b>433</b>	<b>40%</b>
... & EMPLOYED	189	44%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>12</b>	<b>1%</b>



1112103

**2010-11 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,010****TOTAL WITH OUTCOME DATA 769 76%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>524</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$2,929</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>133</b>	<b>25%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,594</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>391</b>	<b>75%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>122</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>7</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>14</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>153</b>	<b>15%</b>
...IN DISTRICT POSTSECONDARY	<b>12</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>133</b>	<b>87%</b>
AA Program	53	40%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	69	52%
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>98</b>	<b>64%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>356</b>	<b>35%</b>
... & EMPLOYED	174	49%
RECEIVING TANF &or FOOD STAMPS	<b>357</b>	<b>35%</b>
... & EMPLOYED	175	49%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>25</b>	<b>2%</b>

1112104

**2009-10 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,096****TOTAL WITH OUTCOME DATA 845 77%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>599</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$3,204</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>189</b>	<b>32%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,450</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>410</b>	<b>68%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>169</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>17</b>	<b>3%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>27</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>158</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>142</b>	<b>90%</b>
AA Program	71	50%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	59	42%
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>109</b>	<b>69%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>14</b>	<b>1%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>376</b>	<b>34%</b>
... & EMPLOYED	200	53%
RECEIVING TANF &or FOOD STAMPS	<b>376</b>	<b>34%</b>
... & EMPLOYED	200	53%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>12</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>24</b>	<b>2%</b>

1112114

**2011-12 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 59****TOTAL WITH OUTCOME DATA 28 47%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>11</b>	<b>19%</b>
AVERAGE EARNINGS - ALL	<b>\$2,597</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>9</b>	<b>82%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1</b>	<b>9%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1</b>	<b>9%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>0</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>16</b>	<b>27%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>16</b>	<b>27%</b>
... & EMPLOYED	****	****

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112115

**2010-11 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 85****TOTAL WITH OUTCOME DATA 50 59%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>16</b>	<b>19%</b>
AVERAGE EARNINGS - ALL	<b>\$3,441</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>12</b>	<b>75%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>0</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>39</b>	<b>46%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>39</b>	<b>46%</b>
... & EMPLOYED	****	****

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112116

**2009-10 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 98****TOTAL WITH OUTCOME DATA 55 56%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>16</b>	<b>16%</b>
AVERAGE EARNINGS - ALL	<b>\$2,812</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>14</b>	<b>88%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>0</b>	<b>0%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1</b>	<b>6%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>41</b>	<b>42%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>41</b>	<b>42%</b>
... & EMPLOYED	****	****

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112117

**2011-12 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 4,245****TOTAL WITH OUTCOME DATA 2,207 52%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>624</b>	<b>15%</b>
AVERAGE EARNINGS - ALL	<b>\$2,197</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>68</b>	<b>11%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,570</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>556</b>	<b>89%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>59</b>	<b>9%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2</b>	<b>0%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>193</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>83</b>	<b>43%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>101</b>	<b>52%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	26	26%
Vocational Credit Certificate	****	****
Other	62	61%
...IN STATE UNIVERSITY SYSTEM	<b>10</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>39</b>	<b>20%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>11</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,715</b>	<b>40%</b>
... & EMPLOYED	231	13%
RECEIVING TANF &or FOOD STAMPS	<b>1,716</b>	<b>40%</b>
... & EMPLOYED	231	13%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>29</b>	<b>1%</b>



1112118

**2010-11 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 4,720****TOTAL WITH OUTCOME DATA 2,784 59%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>978</b>	<b>21%</b>
AVERAGE EARNINGS - ALL	<b>\$2,397</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>164</b>	<b>17%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,505</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>814</b>	<b>83%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>143</b>	<b>15%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>17</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>214</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>111</b>	<b>52%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>93</b>	<b>43%</b>
AA Program	10	11%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	19	20%
Vocational Credit Certificate	****	****
Other	61	66%
...IN STATE UNIVERSITY SYSTEM	<b>10</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>49</b>	<b>23%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>15</b> ****	<b>0%</b> ****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>2,025</b> 356	<b>43%</b> 18%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>2,025</b> 356	<b>43%</b> 18%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>67</b>	<b>1%</b>

1112119

**2009-10 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 4,480****TOTAL WITH OUTCOME DATA 2,859 64%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,235</b>	<b>28%</b>
AVERAGE EARNINGS - ALL	<b>\$2,658</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>256</b>	<b>21%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,763</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>979</b>	<b>79%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>215</b>	<b>17%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>35</b>	<b>3%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>6</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>171</b>	<b>4%</b>
...IN DISTRICT POSTSECONDARY	<b>62</b>	<b>36%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>99</b>	<b>58%</b>
AA Program	13	13%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	70	71%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>61</b>	<b>36%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>16</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,949</b>	<b>44%</b>
... & EMPLOYED	430	22%
RECEIVING TANF &or FOOD STAMPS	<b>1,949</b>	<b>44%</b>
... & EMPLOYED	430	22%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>20</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>99</b>	<b>2%</b>

1112090

**2011-12 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 13,536****TOTAL WITH OUTCOME DATA 9,539 70%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>3,857</b>	<b>28%</b>
AVERAGE EARNINGS - ALL	<b>\$2,324</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>654</b>	<b>17%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,561</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,203</b>	<b>83%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>583</b>	<b>15%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>52</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>19</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>14</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>656</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>79</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>536</b>	<b>82%</b>
AA Program	114	21%
AS Program	16	3%
AAS Program	****	****
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	****	****
Other	385	72%
...IN STATE UNIVERSITY SYSTEM	<b>40</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>241</b>	<b>37%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>236</b>	<b>2%</b>
... & EMPLOYED	52	22%
RECEIVING FOOD STAMPS	<b>6,897</b>	<b>51%</b>
... & EMPLOYED	1,817	26%
RECEIVING TANF &or FOOD STAMPS	<b>6,918</b>	<b>51%</b>
... & EMPLOYED	1,818	26%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>230</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>597</b>	<b>4%</b>

1112091

**2010-11 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 13,582****TOTAL WITH OUTCOME DATA 9,957 73%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,589</b>	<b>34%</b>
AVERAGE EARNINGS - ALL	<b>\$2,590</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>961</b>	<b>21%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,660</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,628</b>	<b>79%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>841</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>94</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>26</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>38</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>952</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>94</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>818</b>	<b>86%</b>
AA Program	286	35%
AS Program	49	6%
AAS Program	10	1%
Adult Vocational Certificate	19	2%
Vocational Credit Certificate	****	****
Other	449	55%
...IN STATE UNIVERSITY SYSTEM	<b>45</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>11</b>	<b>1%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>434</b>	<b>46%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>190</b>	<b>1%</b>
... & EMPLOYED	52	27%
RECEIVING FOOD STAMPS	<b>6,602</b>	<b>49%</b>
... & EMPLOYED	2,016	31%
RECEIVING TANF &or FOOD STAMPS	<b>6,606</b>	<b>49%</b>
... & EMPLOYED	2,018	31%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>345</b>	<b>3%</b>
COMMUNITY SUPERVISION	<b>717</b>	<b>5%</b>

1112092

**2009-10 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 14,314****TOTAL WITH OUTCOME DATA 10,549 74%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,203</b>	<b>36%</b>
AVERAGE EARNINGS - ALL	<b>\$2,997</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,476</b>	<b>28%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,880</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,727</b>	<b>72%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,240</b>	<b>24%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>194</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>42</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>59</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>995</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>103</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>826</b>	<b>83%</b>
AA Program	400	48%
AS Program	49	6%
AAS Program	11	1%
Adult Vocational Certificate	14	2%
Vocational Credit Certificate	****	****
Other	344	42%
...IN STATE UNIVERSITY SYSTEM	<b>59</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>17</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>495</b>	<b>50%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>197</b>	<b>1%</b>
... & EMPLOYED	64	32%
RECEIVING FOOD STAMPS	<b>6,668</b>	<b>47%</b>
... & EMPLOYED	2,224	33%
RECEIVING TANF &or FOOD STAMPS	<b>6,669</b>	<b>47%</b>
... & EMPLOYED	2,224	33%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>451</b>	<b>3%</b>
COMMUNITY SUPERVISION	<b>795</b>	<b>6%</b>

1112001

**2011-12 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 68,742****TOTAL WITH OUTCOME DATA 59,280 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>32,680</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$2,229</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,712</b>	<b>11%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,456</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>28,968</b>	<b>89%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,361</b>	<b>10%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>259</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>92</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>1,918</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>42,134</b>	<b>61%</b>
...IN DISTRICT POSTSECONDARY	<b>1,086</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>27,532</b>	<b>65%</b>
AA Program	17,523	64%
AS Program	1,742	6%
AAS Program	308	1%
Adult Vocational Certificate	287	1%
Vocational Credit Certificate	97	0%
Other	7,575	28%
...IN STATE UNIVERSITY SYSTEM	<b>12,451</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>2,261</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>20,554</b>	<b>49%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>155</b>	<b>0%</b>
... & EMPLOYED	70	45%
RECEIVING FOOD STAMPS	<b>12,534</b>	<b>18%</b>
... & EMPLOYED	5,796	46%
RECEIVING TANF &or FOOD STAMPS	<b>12,559</b>	<b>18%</b>
... & EMPLOYED	5,812	46%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>29</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>243</b>	<b>0%</b>



1112002

**2010-11 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 74,797****TOTAL WITH OUTCOME DATA 64,412 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>41,464</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$2,787</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,964</b>	<b>22%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,532</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>32,500</b>	<b>78%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,965</b>	<b>19%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>791</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>208</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>29</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>2,572</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>41,379</b>	<b>55%</b>
...IN DISTRICT POSTSECONDARY	<b>1,154</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>27,222</b>	<b>66%</b>
AA Program	19,226	71%
AS Program	1,809	7%
AAS Program	358	1%
Adult Vocational Certificate	359	1%
Vocational Credit Certificate	183	1%
Other	5,287	19%
...IN STATE UNIVERSITY SYSTEM	<b>12,351</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,742</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>24,342</b>	<b>59%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>131</b>	<b>0%</b>
... & EMPLOYED	50	38%
RECEIVING FOOD STAMPS	<b>11,389</b>	<b>15%</b>
... & EMPLOYED	6,120	54%
RECEIVING TANF &or FOOD STAMPS	<b>11,393</b>	<b>15%</b>
... & EMPLOYED	6,121	54%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>53</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>567</b>	<b>1%</b>

1112003

**2009-10 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 76,844****TOTAL WITH OUTCOME DATA 65,310 85%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>44,794</b>	<b>58%</b>
AVERAGE EARNINGS - ALL	<b>\$3,272</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>14,067</b>	<b>31%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,808</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>30,727</b>	<b>69%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>11,972</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,733</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>362</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>3,059</b>	<b>4%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>37,601</b>	<b>49%</b>
...IN DISTRICT POSTSECONDARY	<b>945</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>21,837</b>	<b>58%</b>
AA Program	14,748	68%
AS Program	1,796	8%
AAS Program	317	1%
Adult Vocational Certificate	319	1%
Vocational Credit Certificate	212	1%
Other	4,445	20%
...IN STATE UNIVERSITY SYSTEM	<b>14,813</b>	<b>39%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,820</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>23,654</b>	<b>63%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>164</b>	<b>0%</b>
... & EMPLOYED	83	51%
RECEIVING FOOD STAMPS	<b>11,336</b>	<b>15%</b>
... & EMPLOYED	6,570	58%
RECEIVING TANF &or FOOD STAMPS	<b>11,340</b>	<b>15%</b>
... & EMPLOYED	6,572	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>103</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>829</b>	<b>1%</b>

1112254

**2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 12,350****TOTAL WITH OUTCOME DATA 10,852 88%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>9,558</b>	<b>77%</b>
AVERAGE EARNINGS - ALL	<b>\$9,474</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,979</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,909</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,579</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,938</b>	<b>20%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,997</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,044</b>	<b>42%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>106</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>45</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,563</b>	<b>37%</b>
...IN DISTRICT POSTSECONDARY	<b>91</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,228</b>	<b>71%</b>
AA Program	730	23%
AS Program	210	7%
AAS Program	13	0%
Adult Vocational Certificate	39	1%
Vocational Credit Certificate	40	1%
Other	2,196	68%
...IN STATE UNIVERSITY SYSTEM	<b>1,359</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>142</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>3,554</b>	<b>78%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,007</b>	<b>8%</b>
... & EMPLOYED	621	62%
RECEIVING TANF &or FOOD STAMPS	<b>1,007</b>	<b>8%</b>
... & EMPLOYED	621	62%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>29</b>	<b>0%</b>

1112255

**2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 11,211****TOTAL WITH OUTCOME DATA 9,709 87%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>8,744</b>	<b>78%</b>
AVERAGE EARNINGS - ALL	<b>\$10,699</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,700</b>	<b>88%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,862</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,044</b>	<b>12%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,392</b>	<b>16%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,714</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,594</b>	<b>53%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>128</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>73</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,523</b>	<b>31%</b>
...IN DISTRICT POSTSECONDARY	<b>76</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,292</b>	<b>65%</b>
AA Program	386	17%
AS Program	157	7%
AAS Program	****	****
Adult Vocational Certificate	19	1%
Vocational Credit Certificate	21	1%
Other	1,700	74%
...IN STATE UNIVERSITY SYSTEM	<b>1,258</b>	<b>36%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>97</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,847</b>	<b>81%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>12</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>610</b>	<b>5%</b>
... & EMPLOYED	377	62%
RECEIVING TANF &or FOOD STAMPS	<b>610</b>	<b>5%</b>
... & EMPLOYED	377	62%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>19</b>	<b>0%</b>

1112256

**2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 10,323****TOTAL WITH OUTCOME DATA 8,672 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,942</b>	<b>77%</b>
AVERAGE EARNINGS - ALL	<b>\$11,436</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,136</b>	<b>90%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,484</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>806</b>	<b>10%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,128</b>	<b>14%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,431</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,577</b>	<b>58%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>146</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>54</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,520</b>	<b>24%</b>
...IN DISTRICT POSTSECONDARY	<b>63</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,608</b>	<b>64%</b>
AA Program	286	18%
AS Program	111	7%
AAS Program	****	****
Adult Vocational Certificate	25	2%
Vocational Credit Certificate	15	1%
Other	1,164	72%
...IN STATE UNIVERSITY SYSTEM	<b>931</b>	<b>37%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>51</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,100</b>	<b>83%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>507</b>	<b>5%</b>
... & EMPLOYED	307	61%
RECEIVING TANF &or FOOD STAMPS	<b>507</b>	<b>5%</b>
... & EMPLOYED	307	61%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>21</b>	<b>0%</b>

1112258

**2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 25,279****TOTAL WITH OUTCOME DATA 20,155 80%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>16,133</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$6,420</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>10,197</b>	<b>63%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,913</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,936</b>	<b>37%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,920</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,718</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,559</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>243</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>285</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,375</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>448</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,912</b>	<b>44%</b>
AA Program	467	24%
AS Program	796	42%
AAS Program	24	1%
Adult Vocational Certificate	65	3%
Vocational Credit Certificate	16	1%
Other	544	28%
...IN STATE UNIVERSITY SYSTEM	<b>1,852</b>	<b>42%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>281</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,835</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>124</b>	<b>0%</b>
... & EMPLOYED	43	35%
RECEIVING FOOD STAMPS	<b>5,069</b>	<b>20%</b>
... & EMPLOYED	2,784	55%
RECEIVING TANF &or FOOD STAMPS	<b>5,073</b>	<b>20%</b>
... & EMPLOYED	2,786	55%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>56</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>362</b>	<b>1%</b>



1112259

**2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 22,391****TOTAL WITH OUTCOME DATA 17,540 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>13,828</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$7,190</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,660</b>	<b>70%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,353</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,168</b>	<b>30%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,297</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,639</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,724</b>	<b>20%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>233</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>386</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,610</b>	<b>21%</b>
...IN DISTRICT POSTSECONDARY	<b>318</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,858</b>	<b>62%</b>
AA Program	833	29%
AS Program	1,173	41%
AAS Program	37	1%
Adult Vocational Certificate	73	3%
Vocational Credit Certificate	60	2%
Other	682	24%
...IN STATE UNIVERSITY SYSTEM	<b>1,385</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>222</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>3,105</b>	<b>67%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>75</b>	<b>0%</b>
... & EMPLOYED	29	39%
RECEIVING FOOD STAMPS	<b>3,943</b>	<b>18%</b>
... & EMPLOYED	2,055	52%
RECEIVING TANF &or FOOD STAMPS	<b>3,944</b>	<b>18%</b>
... & EMPLOYED	2,056	52%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>69</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>284</b>	<b>1%</b>

1112260

**2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 19,888****TOTAL WITH OUTCOME DATA 15,127 76%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>12,196</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$7,689</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,930</b>	<b>73%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,716</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,266</b>	<b>27%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,646</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,536</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,748</b>	<b>23%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>201</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>406</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,439</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>244</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,379</b>	<b>69%</b>
AA Program	732	31%
AS Program	819	34%
AAS Program	43	2%
Adult Vocational Certificate	63	3%
Vocational Credit Certificate	49	2%
Other	673	28%
...IN STATE UNIVERSITY SYSTEM	<b>794</b>	<b>23%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>128</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,404</b>	<b>70%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>72</b>	<b>0%</b>
... & EMPLOYED	33	46%
RECEIVING FOOD STAMPS	<b>3,184</b>	<b>16%</b>
... & EMPLOYED	1,707	54%
RECEIVING TANF &or FOOD STAMPS	<b>3,184</b>	<b>16%</b>
... & EMPLOYED	1,707	54%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>68</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>238</b>	<b>1%</b>

1112272

**2011-12 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 9,510****TOTAL WITH OUTCOME DATA 8,119 85%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>6,966</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$7,065</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,173</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,769</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,793</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,086</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,762</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,325</b>	<b>19%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>65</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,612</b>	<b>27%</b>
...IN DISTRICT POSTSECONDARY	<b>68</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,380</b>	<b>91%</b>
AA Program	585	25%
AS Program	426	18%
AAS Program	66	3%
Adult Vocational Certificate	180	8%
Vocational Credit Certificate	119	5%
Other	1,004	42%
...IN STATE UNIVERSITY SYSTEM	<b>188</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>40</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,954</b>	<b>75%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>23</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,396</b>	<b>15%</b>
... & EMPLOYED	841	60%
RECEIVING TANF &or FOOD STAMPS	<b>1,396</b>	<b>15%</b>
... & EMPLOYED	841	60%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>53</b>	<b>1%</b>

1112273

**2010-11 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 10,143****TOTAL WITH OUTCOME DATA 8,489 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,441</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$7,972</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,929</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,448</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,512</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,838</b>	<b>25%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,225</b>	<b>30%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,866</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>40</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>68</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,491</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>98</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,221</b>	<b>89%</b>
AA Program	587	26%
AS Program	338	15%
AAS Program	68	3%
Adult Vocational Certificate	114	5%
Vocational Credit Certificate	69	3%
Other	1,045	47%
...IN STATE UNIVERSITY SYSTEM	<b>215</b>	<b>9%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>48</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,966</b>	<b>79%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>22</b>	<b>0%</b>
... & EMPLOYED	11	50%
RECEIVING FOOD STAMPS	<b>1,282</b>	<b>13%</b>
... & EMPLOYED	728	57%
RECEIVING TANF &or FOOD STAMPS	<b>1,282</b>	<b>13%</b>
... & EMPLOYED	728	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>15</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>50</b>	<b>0%</b>

1112274

**2009-10 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 9,644****TOTAL WITH OUTCOME DATA 7,971 83%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,065</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$8,854</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,840</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,260</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,225</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,607</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,964</b>	<b>28%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,269</b>	<b>32%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>65</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>85</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,325</b>	<b>24%</b>
...IN DISTRICT POSTSECONDARY	<b>132</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,968</b>	<b>85%</b>
AA Program	468	24%
AS Program	286	15%
AAS Program	40	2%
Adult Vocational Certificate	79	4%
Vocational Credit Certificate	63	3%
Other	1,032	52%
...IN STATE UNIVERSITY SYSTEM	<b>282</b>	<b>12%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>52</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,913</b>	<b>82%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>16</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,067</b>	<b>11%</b>
... & EMPLOYED	623	58%
RECEIVING TANF &or FOOD STAMPS	<b>1,067</b>	<b>11%</b>
... & EMPLOYED	623	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>70</b>	<b>1%</b>

1112276

**2011-12 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 7,800****TOTAL WITH OUTCOME DATA 6,115 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,564</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$6,103</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,756</b>	<b>60%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,722</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,808</b>	<b>40%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,382</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>706</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>668</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>35</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>41</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>742</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>83</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>565</b>	<b>76%</b>
AA Program	67	12%
AS Program	33	6%
AAS Program	****	****
Adult Vocational Certificate	271	48%
Vocational Credit Certificate	****	****
Other	184	33%
...IN STATE UNIVERSITY SYSTEM	<b>81</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>20</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>464</b>	<b>63%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>54</b>	<b>1%</b>
... & EMPLOYED	22	41%
RECEIVING FOOD STAMPS	<b>2,284</b>	<b>29%</b>
... & EMPLOYED	1,072	47%
RECEIVING TANF &or FOOD STAMPS	<b>2,284</b>	<b>29%</b>
... & EMPLOYED	1,072	47%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>85</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>157</b>	<b>2%</b>



1112277

**2010-11 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 7,604****TOTAL WITH OUTCOME DATA 5,872 77%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,297</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$6,416</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,757</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,825</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,540</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,394</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>674</b>	<b>16%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>689</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>40</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>824</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	<b>74</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>688</b>	<b>83%</b>
AA Program	132	19%
AS Program	55	8%
AAS Program	****	****
Adult Vocational Certificate	248	36%
Vocational Credit Certificate	23	3%
Other	222	32%
...IN STATE UNIVERSITY SYSTEM	<b>69</b>	<b>8%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>22</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>561</b>	<b>68%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>59</b>	<b>1%</b>
... & EMPLOYED	22	37%
RECEIVING FOOD STAMPS	<b>2,217</b>	<b>29%</b>
... & EMPLOYED	974	44%
RECEIVING TANF &or FOOD STAMPS	<b>2,217</b>	<b>29%</b>
... & EMPLOYED	974	44%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>89</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>197</b>	<b>3%</b>

1112278

**2009-10 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 7,961****TOTAL WITH OUTCOME DATA 6,043 76%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,470</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$6,925</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,035</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,212</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,435</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,411</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>801</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>823</b>	<b>18%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>43</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>77</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>824</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>56</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>711</b>	<b>86%</b>
AA Program	178	25%
AS Program	61	9%
AAS Program	****	****
Adult Vocational Certificate	157	22%
Vocational Credit Certificate	23	3%
Other	285	40%
...IN STATE UNIVERSITY SYSTEM	<b>59</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>556</b>	<b>67%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>62</b>	<b>1%</b>
... & EMPLOYED	17	27%
RECEIVING FOOD STAMPS	<b>2,165</b>	<b>27%</b>
... & EMPLOYED	966	45%
RECEIVING TANF &or FOOD STAMPS	<b>2,165</b>	<b>27%</b>
... & EMPLOYED	966	45%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>79</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>157</b>	<b>2%</b>

1112261

**2011-12 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 10,134****TOTAL WITH OUTCOME DATA 9,123 90%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,163</b>	<b>71%</b>
AVERAGE EARNINGS - ALL	<b>\$6,420</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,736</b>	<b>66%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,591</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>2,427</b>	<b>34%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,274</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,324</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,138</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>84</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>45</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>5,669</b>	<b>56%</b>
...IN DISTRICT POSTSECONDARY	<b>219</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>4,902</b>	<b>86%</b>
AA Program	1,174	24%
AS Program	1,734	35%
AAS Program	230	5%
Adult Vocational Certificate	148	3%
Vocational Credit Certificate	374	8%
Other	1,242	25%
...IN STATE UNIVERSITY SYSTEM	<b>722</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>61</b>	<b>1%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>3,971</b>	<b>70%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>13</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,203</b>	<b>12%</b>
... & EMPLOYED	683	57%
RECEIVING TANF &or FOOD STAMPS	<b>1,203</b>	<b>12%</b>
... & EMPLOYED	683	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>41</b>	<b>0%</b>

1112262

**2010-11 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 9,230****TOTAL WITH OUTCOME DATA 7,952 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>6,643</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$7,425</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,916</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,265</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,727</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,000</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,472</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,444</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>74</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>67</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,788</b>	<b>41%</b>
...IN DISTRICT POSTSECONDARY	<b>204</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,919</b>	<b>77%</b>
AA Program	729	25%
AS Program	826	28%
AAS Program	115	4%
Adult Vocational Certificate	80	3%
Vocational Credit Certificate	175	6%
Other	994	34%
...IN STATE UNIVERSITY SYSTEM	<b>805</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>60</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,808</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>961</b>	<b>10%</b>
... & EMPLOYED	569	59%
RECEIVING TANF &or FOOD STAMPS	<b>961</b>	<b>10%</b>
... & EMPLOYED	569	59%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>47</b>	<b>1%</b>

1112263

**2009-10 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 7,703****TOTAL WITH OUTCOME DATA 6,458 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,546</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$8,577</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,418</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,194</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,128</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,525</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,281</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,612</b>	<b>29%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>79</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>73</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,565</b>	<b>33%</b>
...IN DISTRICT POSTSECONDARY	<b>146</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,792</b>	<b>70%</b>
AA Program	476	27%
AS Program	473	26%
AAS Program	53	3%
Adult Vocational Certificate	33	2%
Vocational Credit Certificate	79	4%
Other	678	38%
...IN STATE UNIVERSITY SYSTEM	<b>700</b>	<b>27%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>62</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,968</b>	<b>77%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>665</b>	<b>9%</b>
... & EMPLOYED	383	58%
RECEIVING TANF &or FOOD STAMPS	<b>665</b>	<b>9%</b>
... & EMPLOYED	383	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>37</b>	<b>0%</b>

1112265

**2011-12 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 4,993****TOTAL WITH OUTCOME DATA 3,930 79%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>3,265</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$7,570</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,238</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,055</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,027</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,005</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>589</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>644</b>	<b>20%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>34</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>53</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>581</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	<b>106</b>	<b>18%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>286</b>	<b>49%</b>
AA Program	72	25%
AS Program	44	15%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	56	20%
Other	102	36%
...IN STATE UNIVERSITY SYSTEM	<b>173</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>32</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>385</b>	<b>66%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>22</b>	<b>0%</b>
... & EMPLOYED	12	55%
RECEIVING FOOD STAMPS	<b>893</b>	<b>18%</b>
... & EMPLOYED	473	53%
RECEIVING TANF &or FOOD STAMPS	<b>893</b>	<b>18%</b>
... & EMPLOYED	473	53%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>85</b>	<b>2%</b>



1112266

**2010-11 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 5,243****TOTAL WITH OUTCOME DATA 4,069 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>3,345</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$7,565</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,419</b>	<b>72%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,642</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>926</b>	<b>28%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,020</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>666</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>733</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>33</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>59</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>778</b>	<b>15%</b>
...IN DISTRICT POSTSECONDARY	<b>67</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>543</b>	<b>70%</b>
AA Program	110	20%
AS Program	73	13%
AAS Program	****	****
Adult Vocational Certificate	19	3%
Vocational Credit Certificate	126	23%
Other	207	38%
...IN STATE UNIVERSITY SYSTEM	<b>152</b>	<b>20%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>29</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>559</b>	<b>72%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>21</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>942</b>	<b>18%</b>
... & EMPLOYED	481	51%
RECEIVING TANF &or FOOD STAMPS	<b>942</b>	<b>18%</b>
... & EMPLOYED	481	51%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>15</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>58</b>	<b>1%</b>

1112267

**2009-10 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 4,247****TOTAL WITH OUTCOME DATA 3,180 75%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>2,564</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$8,052</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,938</b>	<b>76%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,949</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>626</b>	<b>24%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>746</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>541</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>651</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>51</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>62</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>574</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>42</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>419</b>	<b>73%</b>
AA Program	117	28%
AS Program	62	15%
AAS Program	****	****
Adult Vocational Certificate	16	4%
Vocational Credit Certificate	77	18%
Other	141	34%
...IN STATE UNIVERSITY SYSTEM	<b>111</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>426</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>719</b>	<b>17%</b>
... & EMPLOYED	330	46%
RECEIVING TANF &or FOOD STAMPS	<b>719</b>	<b>17%</b>
... & EMPLOYED	330	46%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>50</b>	<b>1%</b>

1112234

**2011-12 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,475****TOTAL WITH OUTCOME DATA 1,326 90%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,076</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$5,292</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>622</b>	<b>58%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,508</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>454</b>	<b>42%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>390</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>136</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>96</b>	<b>9%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>14</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>788</b>	<b>53%</b>
...IN DISTRICT POSTSECONDARY	<b>46</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>716</b>	<b>91%</b>
AA Program	166	23%
AS Program	122	17%
AAS Program	14	2%
Adult Vocational Certificate	50	7%
Vocational Credit Certificate	127	18%
Other	237	33%
...IN STATE UNIVERSITY SYSTEM	<b>57</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>567</b>	<b>72%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>153</b>	<b>10%</b>
... & EMPLOYED	98	64%
RECEIVING TANF &or FOOD STAMPS	<b>153</b>	<b>10%</b>
... & EMPLOYED	98	64%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112235

**2010-11 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,731****TOTAL WITH OUTCOME DATA 1,481 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,270</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$6,190</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>856</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,127</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>414</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>453</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>235</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>168</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>23</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>730</b>	<b>42%</b>
...IN DISTRICT POSTSECONDARY	<b>57</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>622</b>	<b>85%</b>
AA Program	145	23%
AS Program	123	20%
AAS Program	17	3%
Adult Vocational Certificate	28	5%
Vocational Credit Certificate	77	12%
Other	232	37%
...IN STATE UNIVERSITY SYSTEM	<b>80</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>13</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>577</b>	<b>79%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>145</b>	<b>8%</b>
... & EMPLOYED	92	63%
RECEIVING TANF &or FOOD STAMPS	<b>145</b>	<b>8%</b>
... & EMPLOYED	92	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>10</b>	<b>1%</b>

1112236

**2009-10 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,926****TOTAL WITH OUTCOME DATA 1,625 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,418</b>	<b>74%</b>
AVERAGE EARNINGS - ALL	<b>\$7,303</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,099</b>	<b>78%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,729</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>319</b>	<b>22%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>450</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>384</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>265</b>	<b>19%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>21</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>52</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>628</b>	<b>33%</b>
...IN DISTRICT POSTSECONDARY	<b>57</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>515</b>	<b>82%</b>
AA Program	120	23%
AS Program	104	20%
AAS Program	12	2%
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	53	10%
Other	212	41%
...IN STATE UNIVERSITY SYSTEM	<b>71</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>521</b>	<b>83%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>157</b>	<b>8%</b>
... & EMPLOYED	106	68%
RECEIVING TANF &or FOOD STAMPS	<b>157</b>	<b>8%</b>
... & EMPLOYED	106	68%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112237

**2011-12 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 661****TOTAL WITH OUTCOME DATA 527 80%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>408</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$5,171</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>236</b>	<b>58%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,247</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>172</b>	<b>42%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>155</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>53</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>28</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>11</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>76</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	<b>18</b>	<b>24%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>44</b>	<b>58%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	25	57%
...IN STATE UNIVERSITY SYSTEM	<b>14</b>	<b>18%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>42</b>	<b>55%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>158</b>	<b>24%</b>
... & EMPLOYED	81	51%
RECEIVING TANF &or FOOD STAMPS	<b>158</b>	<b>24%</b>
... & EMPLOYED	81	51%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>13</b>	<b>2%</b>



1112238

**2010-11 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 657****TOTAL WITH OUTCOME DATA 502 76%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>403</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$6,121</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>262</b>	<b>65%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,299</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>141</b>	<b>35%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>131</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>83</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>48</b>	<b>12%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>14</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>95</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>11</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>71</b>	<b>75%</b>
AA Program	15	21%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	39	55%
...IN STATE UNIVERSITY SYSTEM	<b>10</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>74</b>	<b>78%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>143</b>	<b>22%</b>
... & EMPLOYED	83	58%
RECEIVING TANF &or FOOD STAMPS	<b>143</b>	<b>22%</b>
... & EMPLOYED	83	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>11</b>	<b>2%</b>

1112239

**2009-10 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 749****TOTAL WITH OUTCOME DATA 579 77%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>475</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$6,776</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>329</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,750</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>146</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>149</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>102</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>78</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>19</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>108</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>16</b>	<b>15%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>81</b>	<b>75%</b>
AA Program	27	33%
AS Program	10	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	32	40%
...IN STATE UNIVERSITY SYSTEM	<b>12</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>84</b>	<b>78%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>134</b>	<b>18%</b>
... & EMPLOYED	78	58%
RECEIVING TANF &or FOOD STAMPS	<b>134</b>	<b>18%</b>
... & EMPLOYED	78	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>14</b>	<b>2%</b>

1112228

**2011-12 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 82****TOTAL WITH OUTCOME DATA 69 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>65</b>	<b>79%</b>
AVERAGE EARNINGS - ALL	<b>\$11,765</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>59</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,657</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>6</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10</b>	<b>15%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>15</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>34</b>	<b>52%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>19</b>	<b>23%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13</b>	<b>68%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>12</b>	<b>92%</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>16</b>	<b>84%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112229

**2010-11 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 98****TOTAL WITH OUTCOME DATA 77 79%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>73</b>	<b>74%</b>
AVERAGE EARNINGS - ALL	<b>\$11,593</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>68</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,299</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>13</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>15</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>40</b>	<b>55%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>19</b>	<b>19%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>14</b>	<b>74%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>17</b>	<b>89%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112230

**2009-10 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012****TOTAL INDIVIDUALS 165****TOTAL WITH OUTCOME DATA 132 80%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>120</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$11,881</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>111</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,695</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>9</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>14</b>	<b>12%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>21</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>76</b>	<b>63%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>17</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13</b>	<b>76%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>10</b>	<b>77%</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>11</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112231

**2011-12 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 98****TOTAL WITH OUTCOME DATA 85 87%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>79</b>	<b>81%</b>
AVERAGE EARNINGS - ALL	<b>\$9,067</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>61</b>	<b>77%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,131</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>18</b>	<b>23%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>18</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>16</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>27</b>	<b>34%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>10</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>****</b>	<b>****</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>



1112232

**2010-11 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 110****TOTAL WITH OUTCOME DATA 86 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>77</b>	<b>70%</b>
AVERAGE EARNINGS - ALL	<b>\$11,565</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>69</b>	<b>90%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,642</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8</b>	<b>10%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>16</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>43</b>	<b>56%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>13</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>10</b>	<b>77%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112233

**2009-10 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 111****TOTAL WITH OUTCOME DATA 89 80%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>81</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$11,411</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>66</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$13,511</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>15</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9</b>	<b>11%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>15</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>42</b>	<b>52%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>15</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>11</b>	<b>73%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>14</b>	<b>93%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112248

**2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,222****TOTAL WITH OUTCOME DATA 1,882 85%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,591</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$8,232</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,269</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,756</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>322</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>427</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>399</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>443</b>	<b>28%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>29</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>39</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>713</b>	<b>32%</b>
...IN DISTRICT POSTSECONDARY	<b>15</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>627</b>	<b>88%</b>
AA Program	146	23%
AS Program	56	9%
AAS Program	19	3%
Adult Vocational Certificate	10	2%
Vocational Credit Certificate	****	****
Other	389	62%
...IN STATE UNIVERSITY SYSTEM	<b>91</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>17</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>508</b>	<b>71%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>230</b>	<b>10%</b>
... & EMPLOYED	145	63%
RECEIVING TANF &or FOOD STAMPS	<b>230</b>	<b>10%</b>
... & EMPLOYED	145	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>12</b>	<b>1%</b>

1112249

**2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,323****TOTAL WITH OUTCOME DATA 1,953 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,671</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$9,382</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,407</b>	<b>84%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,718</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>264</b>	<b>16%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>392</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>377</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>638</b>	<b>38%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>53</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>49</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>593</b>	<b>26%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>456</b>	<b>77%</b>
AA Program	88	19%
AS Program	39	9%
AAS Program	10	2%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	313	69%
...IN STATE UNIVERSITY SYSTEM	<b>137</b>	<b>23%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>453</b>	<b>76%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>222</b>	<b>10%</b>
... & EMPLOYED	121	55%
RECEIVING TANF &or FOOD STAMPS	<b>222</b>	<b>10%</b>
... & EMPLOYED	121	55%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112250

**2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,255****TOTAL WITH OUTCOME DATA 1,829 81%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,525</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$10,472</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,320</b>	<b>87%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,777</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>205</b>	<b>13%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>328</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>342</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>650</b>	<b>43%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>64</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>81</b>	<b>4%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>428</b>	<b>19%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>296</b>	<b>69%</b>
AA Program	55	19%
AS Program	28	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	198	67%
...IN STATE UNIVERSITY SYSTEM	<b>135</b>	<b>32%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>308</b>	<b>72%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>163</b>	<b>7%</b>
... & EMPLOYED	83	51%
RECEIVING TANF &or FOOD STAMPS	<b>163</b>	<b>7%</b>
... & EMPLOYED	83	51%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112251

**2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 7,142****TOTAL WITH OUTCOME DATA 5,664 79%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,577</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$6,355</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,915</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,769</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,662</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,461</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>784</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>670</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>48</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>176</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>969</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>116</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>441</b>	<b>46%</b>
AA Program	130	29%
AS Program	58	13%
AAS Program	104	24%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	2%
Other	131	30%
...IN STATE UNIVERSITY SYSTEM	<b>380</b>	<b>39%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>52</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>642</b>	<b>66%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>34</b>	<b>0%</b>
... & EMPLOYED	15	44%
RECEIVING FOOD STAMPS	<b>1,342</b>	<b>19%</b>
... & EMPLOYED	744	55%
RECEIVING TANF &or FOOD STAMPS	<b>1,343</b>	<b>19%</b>
... & EMPLOYED	744	55%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>21</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>138</b>	<b>2%</b>



1112252

**2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 7,512****TOTAL WITH OUTCOME DATA 5,870 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,628</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$6,772</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,137</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,989</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,491</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,450</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>863</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>824</b>	<b>18%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>82</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>213</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,371</b>	<b>18%</b>
...IN DISTRICT POSTSECONDARY	<b>127</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>899</b>	<b>66%</b>
AA Program	303	34%
AS Program	144	16%
AAS Program	192	21%
Adult Vocational Certificate	20	2%
Vocational Credit Certificate	11	1%
Other	229	25%
...IN STATE UNIVERSITY SYSTEM	<b>326</b>	<b>24%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>52</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>979</b>	<b>71%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>42</b>	<b>1%</b>
... & EMPLOYED	18	43%
RECEIVING FOOD STAMPS	<b>1,426</b>	<b>19%</b>
... & EMPLOYED	792	56%
RECEIVING TANF &or FOOD STAMPS	<b>1,426</b>	<b>19%</b>
... & EMPLOYED	792	56%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>27</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>127</b>	<b>2%</b>

1112253

**2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 6,827****TOTAL WITH OUTCOME DATA 5,226 77%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,145</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$7,463</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,019</b>	<b>73%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,430</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,126</b>	<b>27%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,268</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>845</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>906</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>69</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>226</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,098</b>	<b>16%</b>
...IN DISTRICT POSTSECONDARY	<b>69</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>799</b>	<b>73%</b>
AA Program	259	32%
AS Program	137	17%
AAS Program	146	18%
Adult Vocational Certificate	17	2%
Vocational Credit Certificate	14	2%
Other	226	28%
...IN STATE UNIVERSITY SYSTEM	<b>221</b>	<b>20%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>39</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>802</b>	<b>73%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>26</b>	<b>0%</b>
... & EMPLOYED	10	38%
RECEIVING FOOD STAMPS	<b>1,152</b>	<b>17%</b>
... & EMPLOYED	621	54%
RECEIVING TANF &or FOOD STAMPS	<b>1,152</b>	<b>17%</b>
... & EMPLOYED	621	54%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>22</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>123</b>	<b>2%</b>

1112318

**2011-12 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012****TOTAL INDIVIDUALS 30,338****TOTAL WITH OUTCOME DATA 26,240 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>18,331</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$4,929</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,966</b>	<b>54%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,319</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8,365</b>	<b>46%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>6,106</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,577</b>	<b>14%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,283</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>64</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>93</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>12,722</b>	<b>42%</b>
...IN DISTRICT POSTSECONDARY	<b>9,368</b>	<b>74%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,675</b>	<b>29%</b>
AA Program	1,392	38%
AS Program	596	16%
AAS Program	52	1%
Adult Vocational Certificate	55	1%
Vocational Credit Certificate	117	3%
Other	1,463	40%
...IN STATE UNIVERSITY SYSTEM	<b>386</b>	<b>3%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>87</b>	<b>1%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>7,360</b>	<b>58%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>252</b>	<b>1%</b>
... & EMPLOYED	102	40%
RECEIVING FOOD STAMPS	<b>8,356</b>	<b>28%</b>
... & EMPLOYED	4,293	51%
RECEIVING TANF &or FOOD STAMPS	<b>8,359</b>	<b>28%</b>
... & EMPLOYED	4,294	51%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>98</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>538</b>	<b>2%</b>

1112319

**2010-11 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012****TOTAL INDIVIDUALS 34,699****TOTAL WITH OUTCOME DATA 28,395 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>21,877</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$5,743</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>14,071</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,727</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,806</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,846</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,050</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,175</b>	<b>10%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>98</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>195</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,462</b>	<b>22%</b>
...IN DISTRICT POSTSECONDARY	<b>2,601</b>	<b>35%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>4,576</b>	<b>61%</b>
AA Program	1,813	40%
AS Program	807	18%
AAS Program	88	2%
Adult Vocational Certificate	68	1%
Vocational Credit Certificate	147	3%
Other	1,653	36%
...IN STATE UNIVERSITY SYSTEM	<b>456</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>135</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>5,048</b>	<b>68%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>185</b>	<b>1%</b>
... & EMPLOYED	79	43%
RECEIVING FOOD STAMPS	<b>8,732</b>	<b>25%</b>
... & EMPLOYED	4,386	50%
RECEIVING TANF &or FOOD STAMPS	<b>8,733</b>	<b>25%</b>
... & EMPLOYED	4,387	50%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>214</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>648</b>	<b>2%</b>

1112320

**2009-10 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012****TOTAL INDIVIDUALS 34,994****TOTAL WITH OUTCOME DATA 27,814 79%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>21,686</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$6,159</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>14,638</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,075</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,048</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,502</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,256</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,880</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>94</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>263</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>6,235</b>	<b>18%</b>
...IN DISTRICT POSTSECONDARY	<b>1,385</b>	<b>22%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>4,328</b>	<b>69%</b>
AA Program	1,791	41%
AS Program	810	19%
AAS Program	75	2%
Adult Vocational Certificate	59	1%
Vocational Credit Certificate	108	2%
Other	1,485	34%
...IN STATE UNIVERSITY SYSTEM	<b>612</b>	<b>10%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>134</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,399</b>	<b>71%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>177</b>	<b>1%</b>
... & EMPLOYED	65	37%
RECEIVING FOOD STAMPS	<b>8,433</b>	<b>24%</b>
... & EMPLOYED	4,202	50%
RECEIVING TANF &or FOOD STAMPS	<b>8,433</b>	<b>24%</b>
... & EMPLOYED	4,202	50%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>238</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>645</b>	<b>2%</b>

1112321

**2011-12 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 21,802****TOTAL WITH OUTCOME DATA 18,518 85%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>14,198</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$5,730</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,774</b>	<b>62%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,940</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,424</b>	<b>38%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,794</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,349</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,631</b>	<b>11%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>44</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>59</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,121</b>	<b>33%</b>
...IN DISTRICT POSTSECONDARY	<b>4,416</b>	<b>62%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,669</b>	<b>37%</b>
AA Program	994	37%
AS Program	440	16%
AAS Program	43	2%
Adult Vocational Certificate	42	2%
Vocational Credit Certificate	107	4%
Other	1,043	39%
...IN STATE UNIVERSITY SYSTEM	<b>260</b>	<b>4%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>64</b>	<b>1%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,557</b>	<b>64%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>124</b>	<b>1%</b>
... & EMPLOYED	53	43%
RECEIVING FOOD STAMPS	<b>5,334</b>	<b>24%</b>
... & EMPLOYED	2,935	55%
RECEIVING TANF &or FOOD STAMPS	<b>5,335</b>	<b>24%</b>
... & EMPLOYED	2,935	55%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>34</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>306</b>	<b>1%</b>



1112322

**2010-11 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 24,657****TOTAL WITH OUTCOME DATA 20,155 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>16,197</b>	<b>66%</b>
AVERAGE EARNINGS - ALL	<b>\$6,426</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>11,163</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,330</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,034</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,675</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>3,167</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,321</b>	<b>14%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>66</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>137</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,985</b>	<b>20%</b>
...IN DISTRICT POSTSECONDARY	<b>1,734</b>	<b>35%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,053</b>	<b>61%</b>
AA Program	1,247	41%
AS Program	528	17%
AAS Program	63	2%
Adult Vocational Certificate	44	1%
Vocational Credit Certificate	124	4%
Other	1,047	34%
...IN STATE UNIVERSITY SYSTEM	<b>274</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>86</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>3,531</b>	<b>71%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>95</b>	<b>0%</b>
... & EMPLOYED	39	41%
RECEIVING FOOD STAMPS	<b>5,490</b>	<b>22%</b>
... & EMPLOYED	2,852	52%
RECEIVING TANF &or FOOD STAMPS	<b>5,490</b>	<b>22%</b>
... & EMPLOYED	2,852	52%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>81</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>367</b>	<b>1%</b>

1112323

**2009-10 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 24,540****TOTAL WITH OUTCOME DATA 19,592 80%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>15,838</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$6,763</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>11,304</b>	<b>71%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,594</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,534</b>	<b>29%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,318</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>3,216</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,770</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>75</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>171</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,999</b>	<b>16%</b>
...IN DISTRICT POSTSECONDARY	<b>917</b>	<b>23%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,785</b>	<b>70%</b>
AA Program	1,112	40%
AS Program	494	18%
AAS Program	49	2%
Adult Vocational Certificate	36	1%
Vocational Credit Certificate	84	3%
Other	1,010	36%
...IN STATE UNIVERSITY SYSTEM	<b>375</b>	<b>9%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>88</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,974</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>105</b>	<b>0%</b>
... & EMPLOYED	41	39%
RECEIVING FOOD STAMPS	<b>5,416</b>	<b>22%</b>
... & EMPLOYED	2,777	51%
RECEIVING TANF &or FOOD STAMPS	<b>5,416</b>	<b>22%</b>
... & EMPLOYED	2,777	51%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>145</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>388</b>	<b>2%</b>

1112204

**2011-12 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 18,290****TOTAL WITH OUTCOME DATA 13,779 75%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>11,032</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$5,434</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,059</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,295</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,973</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,455</b>	<b>40%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,834</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>770</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>55</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>73</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,299</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>110</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,116</b>	<b>86%</b>
AA Program	393	35%
AS Program	77	7%
AAS Program	10	1%
Adult Vocational Certificate	46	4%
Vocational Credit Certificate	14	1%
Other	576	52%
...IN STATE UNIVERSITY SYSTEM	<b>84</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>29</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>896</b>	<b>69%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>181</b>	<b>1%</b>
... & EMPLOYED	71	39%
RECEIVING FOOD STAMPS	<b>5,441</b>	<b>30%</b>
... & EMPLOYED	3,078	57%
RECEIVING TANF &or FOOD STAMPS	<b>5,443</b>	<b>30%</b>
... & EMPLOYED	3,079	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>11</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>183</b>	<b>1%</b>

1112205

**2010-11 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 25,796****TOTAL WITH OUTCOME DATA 19,590 76%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>15,527</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$5,591</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>10,430</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,277</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,097</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>6,628</b>	<b>43%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,631</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,171</b>	<b>8%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>53</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>58</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,755</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>122</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,539</b>	<b>88%</b>
AA Program	600	39%
AS Program	122	8%
AAS Program	****	****
Adult Vocational Certificate	37	2%
Vocational Credit Certificate	11	1%
Other	764	50%
...IN STATE UNIVERSITY SYSTEM	<b>70</b>	<b>4%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>46</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,210</b>	<b>69%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>239</b>	<b>1%</b>
... & EMPLOYED	90	38%
RECEIVING FOOD STAMPS	<b>7,948</b>	<b>31%</b>
... & EMPLOYED	4,376	55%
RECEIVING TANF &or FOOD STAMPS	<b>7,952</b>	<b>31%</b>
... & EMPLOYED	4,376	55%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>36</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>347</b>	<b>1%</b>

1112206

**2009-10 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 22,228****TOTAL WITH OUTCOME DATA 16,852 76%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>13,214</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$5,844</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,096</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,504</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,118</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,359</b>	<b>41%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,547</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,190</b>	<b>9%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>49</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>64</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,536</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>104</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,330</b>	<b>87%</b>
AA Program	539	41%
AS Program	94	7%
AAS Program	17	1%
Adult Vocational Certificate	28	2%
Vocational Credit Certificate	****	****
Other	647	49%
...IN STATE UNIVERSITY SYSTEM	<b>65</b>	<b>4%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>51</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,066</b>	<b>69%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>227</b>	<b>1%</b>
... & EMPLOYED	70	31%
RECEIVING FOOD STAMPS	<b>6,908</b>	<b>31%</b>
... & EMPLOYED	3,722	54%
RECEIVING TANF &or FOOD STAMPS	<b>6,908</b>	<b>31%</b>
... & EMPLOYED	3,722	54%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>29</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>335</b>	<b>2%</b>

1112337

**2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 61,685****TOTAL WITH OUTCOME DATA 55,138 89%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>38,296</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$5,382</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>20,136</b>	<b>53%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,337</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>18,160</b>	<b>47%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10,701</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,197</b>	<b>14%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,238</b>	<b>11%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>391</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>405</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>41,888</b>	<b>68%</b>
...IN DISTRICT POSTSECONDARY	<b>419</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13,955</b>	<b>33%</b>
AA Program	396	3%
AS Program	2,995	21%
AAS Program	148	1%
Adult Vocational Certificate	307	2%
Vocational Credit Certificate	168	1%
Other	9,941	71%
...IN STATE UNIVERSITY SYSTEM	<b>28,540</b>	<b>68%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>2,036</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>26,339</b>	<b>63%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>69</b>	<b>0%</b>
... & EMPLOYED	19	28%
RECEIVING FOOD STAMPS	<b>5,637</b>	<b>9%</b>
... & EMPLOYED	3,206	57%
RECEIVING TANF &or FOOD STAMPS	<b>5,637</b>	<b>9%</b>
... & EMPLOYED	3,206	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>24</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>237</b>	<b>0%</b>



1112338

**2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 51,536****TOTAL WITH OUTCOME DATA 45,210 88%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>32,414</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$5,644</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>18,279</b>	<b>56%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,401</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>14,135</b>	<b>44%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,391</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,973</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,915</b>	<b>12%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>366</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>454</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>32,247</b>	<b>63%</b>
...IN DISTRICT POSTSECONDARY	<b>302</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>8,859</b>	<b>27%</b>
AA Program	152	2%
AS Program	1,918	22%
AAS Program	123	1%
Adult Vocational Certificate	226	3%
Vocational Credit Certificate	135	2%
Other	6,305	71%
...IN STATE UNIVERSITY SYSTEM	<b>23,272</b>	<b>72%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,525</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>20,675</b>	<b>64%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>70</b>	<b>0%</b>
... & EMPLOYED	28	40%
RECEIVING FOOD STAMPS	<b>4,434</b>	<b>9%</b>
... & EMPLOYED	2,657	60%
RECEIVING TANF &or FOOD STAMPS	<b>4,434</b>	<b>9%</b>
... & EMPLOYED	2,657	60%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>22</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>168</b>	<b>0%</b>

1112339

**2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 47,877****TOTAL WITH OUTCOME DATA 39,282 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>31,139</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$6,724</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>21,281</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,859</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>9,858</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,060</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>6,977</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,244</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>388</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>550</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>19,763</b>	<b>41%</b>
...IN DISTRICT POSTSECONDARY	<b>273</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>5,569</b>	<b>28%</b>
AA Program	76	1%
AS Program	1,109	20%
AAS Program	66	1%
Adult Vocational Certificate	177	3%
Vocational Credit Certificate	108	2%
Other	4,033	72%
...IN STATE UNIVERSITY SYSTEM	<b>14,000</b>	<b>71%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>788</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>13,150</b>	<b>67%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>53</b>	<b>0%</b>
... & EMPLOYED	24	45%
RECEIVING FOOD STAMPS	<b>3,616</b>	<b>8%</b>
... & EMPLOYED	2,203	61%
RECEIVING TANF &or FOOD STAMPS	<b>3,616</b>	<b>8%</b>
... & EMPLOYED	2,203	61%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>30</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>169</b>	<b>0%</b>

1112341

**2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 105,503****TOTAL WITH OUTCOME DATA 82,421 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>65,188</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$5,419</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>35,963</b>	<b>55%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,109</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>29,225</b>	<b>45%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>20,344</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>8,885</b>	<b>14%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>6,734</b>	<b>10%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>525</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>1,853</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>20,866</b>	<b>20%</b>
...IN DISTRICT POSTSECONDARY	<b>1,380</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>10,802</b>	<b>52%</b>
AA Program	7,454	69%
AS Program	683	6%
AAS Program	87	1%
Adult Vocational Certificate	157	1%
Vocational Credit Certificate	53	0%
Other	2,368	22%
...IN STATE UNIVERSITY SYSTEM	<b>7,813</b>	<b>37%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,503</b>	<b>7%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>12,493</b>	<b>60%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>359</b>	<b>0%</b>
... & EMPLOYED	141	39%
RECEIVING FOOD STAMPS	<b>17,797</b>	<b>17%</b>
... & EMPLOYED	10,206	57%
RECEIVING TANF &or FOOD STAMPS	<b>17,801</b>	<b>17%</b>
... & EMPLOYED	10,208	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>164</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,406</b>	<b>1%</b>

1112342

**2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 98,272****TOTAL WITH OUTCOME DATA 76,178 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>59,405</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$5,945</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>36,180</b>	<b>61%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,400</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>23,225</b>	<b>39%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>19,241</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,430</b>	<b>16%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7,509</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>596</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>2,145</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>24,569</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>1,194</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>16,125</b>	<b>66%</b>
AA Program	11,422	71%
AS Program	1,149	7%
AAS Program	159	1%
Adult Vocational Certificate	255	2%
Vocational Credit Certificate	150	1%
Other	2,990	19%
...IN STATE UNIVERSITY SYSTEM	<b>6,867</b>	<b>28%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,252</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>16,106</b>	<b>66%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>342</b>	<b>0%</b>
... & EMPLOYED	148	43%
RECEIVING FOOD STAMPS	<b>15,463</b>	<b>16%</b>
... & EMPLOYED	8,732	56%
RECEIVING TANF &or FOOD STAMPS	<b>15,468</b>	<b>16%</b>
... & EMPLOYED	8,733	56%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>235</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,326</b>	<b>1%</b>

1112343

**2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 88,892****TOTAL WITH OUTCOME DATA 67,379 76%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>52,901</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$6,523</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>34,939</b>	<b>66%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,774</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>17,962</b>	<b>34%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>17,266</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,557</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>8,116</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>587</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>2,324</b>	<b>3%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>20,245</b>	<b>23%</b>
...IN DISTRICT POSTSECONDARY	<b>852</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>12,866</b>	<b>64%</b>
AA Program	8,280	64%
AS Program	1,176	9%
AAS Program	162	1%
Adult Vocational Certificate	220	2%
Vocational Credit Certificate	181	1%
Other	2,847	22%
...IN STATE UNIVERSITY SYSTEM	<b>6,216</b>	<b>31%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>955</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>13,575</b>	<b>67%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>246</b>	<b>0%</b>
... & EMPLOYED	89	36%
RECEIVING FOOD STAMPS	<b>13,006</b>	<b>15%</b>
... & EMPLOYED	7,158	55%
RECEIVING TANF &or FOOD STAMPS	<b>13,008</b>	<b>15%</b>
... & EMPLOYED	7,159	55%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>251</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,232</b>	<b>1%</b>

1112344

**2011-12 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 3,947****TOTAL WITH OUTCOME DATA 3,366 85%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>3,101</b>	<b>79%</b>
AVERAGE EARNINGS - ALL	<b>\$10,215</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,695</b>	<b>87%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,435</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>406</b>	<b>13%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>552</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>913</b>	<b>29%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,230</b>	<b>40%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>86</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>15</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>463</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	<b>14</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>284</b>	<b>61%</b>
AA Program	****	****
AS Program	35	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	21	7%
Other	215	76%
...IN STATE UNIVERSITY SYSTEM	<b>178</b>	<b>38%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>365</b>	<b>79%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>319</b>	<b>8%</b>
... & EMPLOYED	210	66%
RECEIVING TANF &or FOOD STAMPS	<b>319</b>	<b>8%</b>
... & EMPLOYED	210	66%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>10</b>	<b>0%</b>



1112345

**2010-11 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,709****TOTAL WITH OUTCOME DATA 2,273 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>2,094</b>	<b>77%</b>
AVERAGE EARNINGS - ALL	<b>\$11,217</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,901</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,134</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>193</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>275</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>648</b>	<b>31%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>978</b>	<b>47%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>70</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>19</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>316</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>155</b>	<b>49%</b>
AA Program	****	****
AS Program	19	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	119	77%
...IN STATE UNIVERSITY SYSTEM	<b>166</b>	<b>53%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>258</b>	<b>82%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>149</b>	<b>6%</b>
... & EMPLOYED	94	63%
RECEIVING TANF &or FOOD STAMPS	<b>149</b>	<b>6%</b>
... & EMPLOYED	94	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112346

**2009-10 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,592****TOTAL WITH OUTCOME DATA 1,304 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,189</b>	<b>75%</b>
AVERAGE EARNINGS - ALL	<b>\$11,734</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,092</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,614</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>97</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>138</b>	<b>12%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>371</b>	<b>31%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>583</b>	<b>49%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>49</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>163</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>82</b>	<b>50%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>11</b>	<b>13%</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>63</b>	<b>77%</b>
...IN STATE UNIVERSITY SYSTEM	<b>85</b>	<b>52%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>126</b>	<b>77%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>88</b>	<b>6%</b>
... & EMPLOYED	<b>54</b>	<b>61%</b>
RECEIVING TANF &or FOOD STAMPS	<b>88</b>	<b>6%</b>
... & EMPLOYED	<b>54</b>	<b>61%</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112347

**2011-12 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 5,238****TOTAL WITH OUTCOME DATA 4,343 83%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>3,698</b>	<b>71%</b>
AVERAGE EARNINGS - ALL	<b>\$9,687</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,994</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,480</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>704</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>797</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>765</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,432</b>	<b>39%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>77</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>32</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,122</b>	<b>21%</b>
...IN DISTRICT POSTSECONDARY	<b>34</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>522</b>	<b>47%</b>
AA Program	16	3%
AS Program	29	6%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	466	89%
...IN STATE UNIVERSITY SYSTEM	<b>533</b>	<b>48%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>68</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>785</b>	<b>70%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>12</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>620</b>	<b>12%</b>
... & EMPLOYED	332	54%
RECEIVING TANF &or FOOD STAMPS	<b>620</b>	<b>12%</b>
... & EMPLOYED	332	54%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>32</b>	<b>1%</b>

1112348

**2010-11 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 3,323****TOTAL WITH OUTCOME DATA 2,705 81%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>2,302</b>	<b>69%</b>
AVERAGE EARNINGS - ALL	<b>\$10,113</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,926</b>	<b>84%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,708</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>376</b>	<b>16%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>473</b>	<b>21%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>486</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>967</b>	<b>42%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>67</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>24</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>827</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>18</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>515</b>	<b>62%</b>
AA Program	22	4%
AS Program	24	5%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	458	89%
...IN STATE UNIVERSITY SYSTEM	<b>292</b>	<b>35%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>27</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>606</b>	<b>73%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>336</b>	<b>10%</b>
... & EMPLOYED	187	56%
RECEIVING TANF &or FOOD STAMPS	<b>336</b>	<b>10%</b>
... & EMPLOYED	187	56%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>17</b>	<b>1%</b>

1112349

**2009-10 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,122****TOTAL WITH OUTCOME DATA 1,674 79%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,426</b>	<b>67%</b>
AVERAGE EARNINGS - ALL	<b>\$11,236</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,239</b>	<b>87%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,609</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>187</b>	<b>13%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>282</b>	<b>20%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>289</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>668</b>	<b>47%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>50</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>13</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>434</b>	<b>20%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>287</b>	<b>66%</b>
AA Program	11	4%
AS Program	16	6%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	254	89%
...IN STATE UNIVERSITY SYSTEM	<b>134</b>	<b>31%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>16</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>319</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>209</b>	<b>10%</b>
... & EMPLOYED	109	52%
RECEIVING TANF &or FOOD STAMPS	<b>209</b>	<b>10%</b>
... & EMPLOYED	109	52%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>21</b>	<b>1%</b>

1112430

**2011-12 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 55,407****TOTAL WITH OUTCOME DATA 40,381 73%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>34,572</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$7,348</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>25,639</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,191</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8,933</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,314</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>8,999</b>	<b>26%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7,326</b>	<b>21%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>358</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>530</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>10,192</b>	<b>18%</b>
...IN DISTRICT POSTSECONDARY	<b>133</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,210</b>	<b>22%</b>
AA Program	73	3%
AS Program	269	12%
AAS Program	25	1%
Adult Vocational Certificate	167	8%
Vocational Credit Certificate	68	3%
Other	1,608	73%
...IN STATE UNIVERSITY SYSTEM	<b>8,093</b>	<b>79%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>5,741</b>	<b>56%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>14</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>2,459</b>	<b>4%</b>
... & EMPLOYED	1,624	66%
RECEIVING TANF &or FOOD STAMPS	<b>2,459</b>	<b>4%</b>
... & EMPLOYED	1,624	66%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>15</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>100</b>	<b>0%</b>



1112431

**2010-11 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 53,008****TOTAL WITH OUTCOME DATA 36,982 70%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>31,823</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$8,538</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>25,906</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,026</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,917</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,064</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,608</b>	<b>30%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>9,234</b>	<b>29%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>454</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>617</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>9,180</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>122</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,897</b>	<b>21%</b>
AA Program	52	3%
AS Program	335	18%
AAS Program	23	1%
Adult Vocational Certificate	110	6%
Vocational Credit Certificate	65	3%
Other	1,312	69%
...IN STATE UNIVERSITY SYSTEM	<b>7,338</b>	<b>80%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>5,418</b>	<b>59%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>14</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,682</b>	<b>3%</b>
... & EMPLOYED	1,041	62%
RECEIVING TANF &or FOOD STAMPS	<b>1,682</b>	<b>3%</b>
... & EMPLOYED	1,041	62%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>13</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>62</b>	<b>0%</b>

1112432

**2009-10 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 51,766****TOTAL WITH OUTCOME DATA 34,812 67%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>30,300</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$9,406</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>25,710</b>	<b>85%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,725</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,590</b>	<b>15%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,526</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,314</b>	<b>31%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>10,870</b>	<b>36%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>731</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>615</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,200</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>119</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,620</b>	<b>23%</b>
AA Program	36	2%
AS Program	313	19%
AAS Program	19	1%
Adult Vocational Certificate	65	4%
Vocational Credit Certificate	62	4%
Other	1,125	69%
...IN STATE UNIVERSITY SYSTEM	<b>5,591</b>	<b>78%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,353</b>	<b>60%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>15</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,417</b>	<b>3%</b>
... & EMPLOYED	884	62%
RECEIVING TANF &or FOOD STAMPS	<b>1,417</b>	<b>3%</b>
... & EMPLOYED	884	62%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>20</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>97</b>	<b>0%</b>

1112434

**2011-12 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 16,055****TOTAL WITH OUTCOME DATA 11,033 69%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>9,548</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$13,006</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,705</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$14,072</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>843</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>979</b>	<b>10%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,163</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,563</b>	<b>58%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>354</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>135</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,603</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>12</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>204</b>	<b>13%</b>
AA Program	****	****
AS Program	11	5%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	5%
Other	169	83%
...IN STATE UNIVERSITY SYSTEM	<b>1,402</b>	<b>87%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>641</b>	<b>40%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>302</b>	<b>2%</b>
... & EMPLOYED	171	57%
RECEIVING TANF &or FOOD STAMPS	<b>302</b>	<b>2%</b>
... & EMPLOYED	171	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112435

**2010-11 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 16,070****TOTAL WITH OUTCOME DATA 10,487 65%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>9,135</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$13,967</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,500</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$14,866</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>635</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>724</b>	<b>8%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,942</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,834</b>	<b>64%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>350</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>157</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,518</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>206</b>	<b>14%</b>
AA Program	****	****
AS Program	20	10%
AAS Program	****	****
Adult Vocational Certificate	11	5%
Vocational Credit Certificate	****	****
Other	164	80%
...IN STATE UNIVERSITY SYSTEM	<b>1,314</b>	<b>87%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>680</b>	<b>45%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>190</b>	<b>1%</b>
... & EMPLOYED	119	63%
RECEIVING TANF &or FOOD STAMPS	<b>190</b>	<b>1%</b>
... & EMPLOYED	119	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>13</b>	<b>0%</b>

1112436

**2009-10 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 14,922****TOTAL WITH OUTCOME DATA 9,617 64%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>8,355</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$14,897</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,851</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$15,730</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>504</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>519</b>	<b>6%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,574</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,758</b>	<b>69%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>405</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>128</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,374</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>15</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>187</b>	<b>14%</b>
AA Program	****	****
AS Program	17	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	154	82%
...IN STATE UNIVERSITY SYSTEM	<b>1,187</b>	<b>86%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>660</b>	<b>48%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>159</b>	<b>1%</b>
... & EMPLOYED	96	60%
RECEIVING TANF &or FOOD STAMPS	<b>159</b>	<b>1%</b>
... & EMPLOYED	96	60%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>19</b>	<b>0%</b>

1112442

**2011-12 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,294****TOTAL WITH OUTCOME DATA 925 40%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>848</b>	<b>37%</b>
AVERAGE EARNINGS - ALL	<b>\$15,802</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>778</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,023</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>70</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>65</b>	<b>8%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>89</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>624</b>	<b>74%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>65</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>31</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>14</b>	<b>45%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>11</b>	<b>79%</b>
...IN STATE UNIVERSITY SYSTEM	<b>17</b>	<b>55%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>21</b>	<b>68%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>16</b>	<b>1%</b>
... & EMPLOYED	<b>12</b>	<b>75%</b>
RECEIVING TANF &or FOOD STAMPS	<b>16</b>	<b>1%</b>
... & EMPLOYED	<b>12</b>	<b>75%</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>



1112443

**2010-11 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,362****TOTAL WITH OUTCOME DATA 928 39%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>835</b>	<b>35%</b>
AVERAGE EARNINGS - ALL	<b>\$17,601</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>783</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,650</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>52</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>45</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>60</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>678</b>	<b>81%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>81</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>16</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>26</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>11</b>	<b>42%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	11	100%
...IN STATE UNIVERSITY SYSTEM	<b>16</b>	<b>62%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>21</b>	<b>81%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112444

**2009-10 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,163****TOTAL WITH OUTCOME DATA 763 35%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>654</b>	<b>30%</b>
AVERAGE EARNINGS - ALL	<b>\$17,148</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>618</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,017</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>36</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>48</b>	<b>7%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>39</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>531</b>	<b>81%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>103</b>	<b>5%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>18</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>12</b>	<b>67%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>11</b>	<b>61%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112438

**2011-12 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,357****TOTAL WITH OUTCOME DATA 1,438 61%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,316</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$15,601</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,186</b>	<b>90%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,116</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>130</b>	<b>10%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>87</b>	<b>7%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>197</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>902</b>	<b>69%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>47</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>25</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>120</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>14</b>	<b>12%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	11	79%
...IN STATE UNIVERSITY SYSTEM	<b>106</b>	<b>88%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>75</b>	<b>63%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>44</b>	<b>2%</b>
... & EMPLOYED	27	61%
RECEIVING TANF &or FOOD STAMPS	<b>44</b>	<b>2%</b>
... & EMPLOYED	27	61%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112439

**2010-11 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,435****TOTAL WITH OUTCOME DATA 1,530 63%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,434</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$18,512</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,377</b>	<b>96%</b>
AVERAGE FT/FQ EARNINGS	<b>\$19,200</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>57</b>	<b>4%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>43</b>	<b>3%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>152</b>	<b>11%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,182</b>	<b>82%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>39</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>28</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>85</b>	<b>3%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>22</b>	<b>26%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	19	86%
...IN STATE UNIVERSITY SYSTEM	<b>65</b>	<b>76%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>62</b>	<b>73%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>21</b>	<b>1%</b>
... & EMPLOYED	11	52%
RECEIVING TANF &or FOOD STAMPS	<b>21</b>	<b>1%</b>
... & EMPLOYED	11	52%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112440

**2009-10 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,305****TOTAL WITH OUTCOME DATA 1,420 62%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,307</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$20,345</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,249</b>	<b>96%</b>
AVERAGE FT/FQ EARNINGS	<b>\$21,199</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>58</b>	<b>4%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>37</b>	<b>3%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>82</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,130</b>	<b>86%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>60</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>30</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>76</b>	<b>3%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	<b>66</b>	<b>87%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>50</b>	<b>66%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>14</b>	<b>1%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>14</b>	<b>1%</b>
... & EMPLOYED	****	****

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112411

**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,471****TOTAL WITH OUTCOME DATA 1,068 73%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>858</b>	<b>58%</b>
AVERAGE EARNINGS - ALL	<b>\$6,422</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>604</b>	<b>70%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,321</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>254</b>	<b>30%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>288</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>202</b>	<b>24%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>114</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>16</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>27</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>356</b>	<b>24%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>57</b>	<b>16%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	38	67%
...IN STATE UNIVERSITY SYSTEM	<b>73</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>236</b>	<b>66%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>242</b>	<b>68%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>216</b>	<b>15%</b>
... & EMPLOYED	137	63%
RECEIVING TANF &or FOOD STAMPS	<b>216</b>	<b>15%</b>
... & EMPLOYED	137	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



1112412

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 606****TOTAL WITH OUTCOME DATA 403 67%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>321</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$8,650</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>249</b>	<b>78%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,651</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>72</b>	<b>22%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>87</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>68</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>94</b>	<b>29%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>15</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>25</b>	<b>4%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>84</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>23</b>	<b>27%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	14	61%
...IN STATE UNIVERSITY SYSTEM	<b>26</b>	<b>31%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>33</b>	<b>39%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>55</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>48</b>	<b>8%</b>
... & EMPLOYED	29	60%
RECEIVING TANF &or FOOD STAMPS	<b>48</b>	<b>8%</b>
... & EMPLOYED	29	60%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112413

**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 469****TOTAL WITH OUTCOME DATA 286 61%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>243</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$8,753</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>196</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,339</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>47</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>68</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>56</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>72</b>	<b>30%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>10</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>49</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>12</b>	<b>24%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>26</b>	<b>53%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>36</b>	<b>73%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>36</b>	<b>8%</b>
... & EMPLOYED	<b>26</b>	<b>72%</b>
RECEIVING TANF &or FOOD STAMPS	<b>36</b>	<b>8%</b>
... & EMPLOYED	<b>26</b>	<b>72%</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112414

**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012****TOTAL INDIVIDUALS 17,038****TOTAL WITH OUTCOME DATA 9,562 56%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>8,573</b>	<b>50%</b>
AVERAGE EARNINGS - ALL	<b>\$8,445</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,464</b>	<b>75%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,526</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>2,109</b>	<b>25%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,002</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,070</b>	<b>24%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,392</b>	<b>28%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>165</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>269</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>937</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>37</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>504</b>	<b>54%</b>
AA Program	36	7%
AS Program	42	8%
AAS Program	****	****
Adult Vocational Certificate	29	6%
Vocational Credit Certificate	16	3%
Other	378	75%
...IN STATE UNIVERSITY SYSTEM	<b>417</b>	<b>45%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>604</b>	<b>64%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>843</b>	<b>5%</b>
... & EMPLOYED	571	68%
RECEIVING TANF &or FOOD STAMPS	<b>843</b>	<b>5%</b>
... & EMPLOYED	571	68%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>31</b>	<b>0%</b>

1112415

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012****TOTAL INDIVIDUALS 15,901****TOTAL WITH OUTCOME DATA 8,567 54%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,568</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$9,771</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,309</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,313</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,259</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,491</b>	<b>20%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,040</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,778</b>	<b>37%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>183</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>294</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>929</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>19</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>399</b>	<b>43%</b>
AA Program	20	5%
AS Program	47	12%
AAS Program	****	****
Adult Vocational Certificate	26	7%
Vocational Credit Certificate	****	****
Other	293	73%
...IN STATE UNIVERSITY SYSTEM	<b>522</b>	<b>56%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>590</b>	<b>64%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>564</b>	<b>4%</b>
... & EMPLOYED	337	60%
RECEIVING TANF &or FOOD STAMPS	<b>564</b>	<b>4%</b>
... & EMPLOYED	337	60%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>23</b>	<b>0%</b>

1112416

**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012****TOTAL INDIVIDUALS 15,783****TOTAL WITH OUTCOME DATA 8,552 54%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,577</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$10,527</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,531</b>	<b>86%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,885</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,046</b>	<b>14%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,272</b>	<b>17%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,110</b>	<b>28%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,149</b>	<b>42%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>215</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>306</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>913</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>31</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>358</b>	<b>39%</b>
AA Program	21	6%
AS Program	51	14%
AAS Program	****	****
Adult Vocational Certificate	25	7%
Vocational Credit Certificate	****	****
Other	254	71%
...IN STATE UNIVERSITY SYSTEM	<b>543</b>	<b>59%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>608</b>	<b>67%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>463</b>	<b>3%</b>
... & EMPLOYED	290	63%
RECEIVING TANF &or FOOD STAMPS	<b>463</b>	<b>3%</b>
... & EMPLOYED	290	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>26</b>	<b>0%</b>

1112417

**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 9,302****TOTAL WITH OUTCOME DATA 5,442 59%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,014</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$14,091</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,592</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$15,202</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>422</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>483</b>	<b>10%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,034</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,075</b>	<b>61%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>243</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>59</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>198</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>120</b>	<b>61%</b>
AA Program	10	8%
AS Program	16	13%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	88	73%
...IN STATE UNIVERSITY SYSTEM	<b>69</b>	<b>35%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>154</b>	<b>78%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>235</b>	<b>3%</b>
... & EMPLOYED	143	61%
RECEIVING TANF &or FOOD STAMPS	<b>235</b>	<b>3%</b>
... & EMPLOYED	143	61%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



1112418

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 8,734****TOTAL WITH OUTCOME DATA 5,114 59%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,635</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$15,242</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,363</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$16,069</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>272</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>316</b>	<b>7%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>877</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,170</b>	<b>68%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>307</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>75</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>190</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>109</b>	<b>57%</b>
AA Program	****	****
AS Program	19	17%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	77	71%
...IN STATE UNIVERSITY SYSTEM	<b>77</b>	<b>41%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>134</b>	<b>71%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>148</b>	<b>2%</b>
... & EMPLOYED	87	59%
RECEIVING TANF &or FOOD STAMPS	<b>148</b>	<b>2%</b>
... & EMPLOYED	87	59%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112419

**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 8,970****TOTAL WITH OUTCOME DATA 5,390 60%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,851</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$16,401</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,597</b>	<b>95%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,205</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>254</b>	<b>5%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>236</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>825</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,536</b>	<b>73%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>362</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>81</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>215</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>112</b>	<b>52%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	89	79%
...IN STATE UNIVERSITY SYSTEM	<b>101</b>	<b>47%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>159</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>150</b>	<b>2%</b>
... & EMPLOYED	95	63%
RECEIVING TANF &or FOOD STAMPS	<b>150</b>	<b>2%</b>
... & EMPLOYED	95	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112423

**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,024****TOTAL WITH OUTCOME DATA 439 43%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>394</b>	<b>38%</b>
AVERAGE EARNINGS - ALL	<b>\$15,523</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>359</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$16,834</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>35</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>31</b>	<b>8%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>38</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>290</b>	<b>74%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>37</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>11</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>10</b>	<b>91%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>11</b>	<b>100%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>10</b>	<b>1%</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>10</b>	<b>1%</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112424

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,020****TOTAL WITH OUTCOME DATA 398 39%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>362</b>	<b>35%</b>
AVERAGE EARNINGS - ALL	<b>\$19,050</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>341</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$20,097</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>21</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>18</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>24</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>299</b>	<b>83%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>****</b>	<b>****</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>****</b>	<b>****</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112425

**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,090****TOTAL WITH OUTCOME DATA 394 36%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>341</b>	<b>31%</b>
AVERAGE EARNINGS - ALL	<b>\$18,467</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>316</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$19,762</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>25</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>16</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>20</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>280</b>	<b>82%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>54</b>	<b>5%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>****</b>	<b>****</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>****</b>	<b>****</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112420

**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 6,888****TOTAL WITH OUTCOME DATA 4,341 63%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>3,930</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$10,299</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,222</b>	<b>82%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,091</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>708</b>	<b>18%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>877</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>751</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,594</b>	<b>41%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>57</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>60</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>457</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>209</b>	<b>46%</b>
AA Program	65	31%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	129	62%
...IN STATE UNIVERSITY SYSTEM	<b>108</b>	<b>24%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>149</b>	<b>33%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>337</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>554</b>	<b>8%</b>
... & EMPLOYED	347	63%
RECEIVING TANF &or FOOD STAMPS	<b>554</b>	<b>8%</b>
... & EMPLOYED	347	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>11</b>	<b>0%</b>

1112421

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 3,363****TOTAL WITH OUTCOME DATA 1,936 58%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,838</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$16,399</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,718</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,398</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>120</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>95</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>229</b>	<b>12%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,394</b>	<b>76%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>34</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>35</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>74</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>40</b>	<b>54%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	32	80%
...IN STATE UNIVERSITY SYSTEM	<b>34</b>	<b>46%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>59</b>	<b>80%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>36</b>	<b>1%</b>
... & EMPLOYED	20	56%
RECEIVING TANF &or FOOD STAMPS	<b>36</b>	<b>1%</b>
... & EMPLOYED	20	56%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



1112422

**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 3,695****TOTAL WITH OUTCOME DATA 1,936 52%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,842</b>	<b>50%</b>
AVERAGE EARNINGS - ALL	<b>\$18,411</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,772</b>	<b>96%</b>
AVERAGE FT/FQ EARNINGS	<b>\$19,049</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>70</b>	<b>4%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>80</b>	<b>4%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>163</b>	<b>9%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,529</b>	<b>83%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>28</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>47</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>62</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>32</b>	<b>52%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	27	84%
...IN STATE UNIVERSITY SYSTEM	<b>26</b>	<b>42%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>48</b>	<b>77%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>20</b>	<b>1%</b>
... & EMPLOYED	11	55%
RECEIVING TANF &or FOOD STAMPS	<b>20</b>	<b>1%</b>
... & EMPLOYED	11	55%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

1112403

**2011-12 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 8,431****TOTAL WITH OUTCOME DATA 6,704 80%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,693</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$6,566</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,117</b>	<b>72%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,229</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,576</b>	<b>28%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,114</b>	<b>37%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,083</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>920</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>48</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>24</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>465</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>35</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>326</b>	<b>70%</b>
AA Program	114	35%
AS Program	29	9%
AAS Program	****	****
Adult Vocational Certificate	19	6%
Vocational Credit Certificate	****	****
Other	158	48%
...IN STATE UNIVERSITY SYSTEM	<b>81</b>	<b>17%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>31</b>	<b>7%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>347</b>	<b>75%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>59</b>	<b>1%</b>
... & EMPLOYED	23	39%
RECEIVING FOOD STAMPS	<b>2,101</b>	<b>25%</b>
... & EMPLOYED	1,227	58%
RECEIVING TANF &or FOOD STAMPS	<b>2,101</b>	<b>25%</b>
... & EMPLOYED	1,227	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>60</b>	<b>1%</b>

1112404

**2010-11 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 5,771****TOTAL WITH OUTCOME DATA 4,642 80%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>3,896</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$6,706</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,900</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,227</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>996</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,466</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>839</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>595</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>22</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>21</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>385</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>28</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>270</b>	<b>70%</b>
AA Program	116	43%
AS Program	19	7%
AAS Program	****	****
Adult Vocational Certificate	10	4%
Vocational Credit Certificate	****	****
Other	119	44%
...IN STATE UNIVERSITY SYSTEM	<b>62</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>31</b>	<b>8%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>282</b>	<b>73%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>28</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,462</b>	<b>25%</b>
... & EMPLOYED	830	57%
RECEIVING TANF &or FOOD STAMPS	<b>1,462</b>	<b>25%</b>
... & EMPLOYED	830	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>49</b>	<b>1%</b>

1112405

**2009-10 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 7,550****TOTAL WITH OUTCOME DATA 5,926 78%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,112</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$7,626</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,096</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,978</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,016</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,779</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,155</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,162</b>	<b>23%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>61</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>28</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>676</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>27</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>440</b>	<b>65%</b>
AA Program	166	38%
AS Program	39	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	215	49%
...IN STATE UNIVERSITY SYSTEM	<b>126</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>105</b>	<b>16%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>511</b>	<b>76%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>30</b>	<b>0%</b>
... & EMPLOYED	13	43%
RECEIVING FOOD STAMPS	<b>1,488</b>	<b>20%</b>
... & EMPLOYED	862	58%
RECEIVING TANF &or FOOD STAMPS	<b>1,488</b>	<b>20%</b>
... & EMPLOYED	862	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>53</b>	<b>1%</b>

1112669

**2011-12 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 832,026****TOTAL WITH OUTCOME DATA 626,725 75%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>456,910</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$5,795</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>273,858</b>	<b>60%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,307</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>183,052</b>	<b>40%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>145,350</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>74,145</b>	<b>16%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>54,363</b>	<b>12%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>3,118</b>	<b>0%</b>
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**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>67,222</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>6,434</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>49,803</b>	<b>74%</b>
AA Program	19,769	40%
AS Program	6,761	14%
AAS Program	1,073	2%
Adult Vocational Certificate	1,903	4%
Vocational Credit Certificate	953	2%
Other	19,344	39%
...IN STATE UNIVERSITY SYSTEM	<b>10,601</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>2,009</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>41,749</b>	<b>62%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>9,243</b>	<b>1%</b>
... & EMPLOYED	2,858	31%
RECEIVING FOOD STAMPS	<b>277,605</b>	<b>33%</b>
... & EMPLOYED	131,402	47%
RECEIVING TANF &or FOOD STAMPS	<b>277,705</b>	<b>33%</b>
... & EMPLOYED	131,421	47%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>3,390</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>20,516</b>	<b>2%</b>

1112670

**2010-11 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 921,154****TOTAL WITH OUTCOME DATA 655,767 71%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>479,156</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$6,418</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>310,437</b>	<b>65%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,778</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>168,719</b>	<b>35%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>151,979</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>86,306</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>72,152</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>4,518</b>	<b>0%</b>
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**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>64,153</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>5,624</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>46,944</b>	<b>73%</b>
AA Program	18,353	39%
AS Program	6,876	15%
AAS Program	1,186	3%
Adult Vocational Certificate	1,757	4%
Vocational Credit Certificate	984	2%
Other	17,788	38%
...IN STATE UNIVERSITY SYSTEM	<b>11,292</b>	<b>18%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,925</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>40,719</b>	<b>63%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>7,471</b>	<b>1%</b>
... & EMPLOYED	2,367	32%
RECEIVING FOOD STAMPS	<b>271,639</b>	<b>29%</b>
... & EMPLOYED	122,181	45%
RECEIVING TANF &or FOOD STAMPS	<b>271,710</b>	<b>29%</b>
... & EMPLOYED	122,206	45%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>5,828</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>21,393</b>	<b>2%</b>

1112671

**2009-10 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 988,230****TOTAL WITH OUTCOME DATA 675,809 68%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>486,289</b>	<b>49%</b>
AVERAGE EARNINGS - ALL	<b>\$6,764</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>326,625</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,054</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>159,664</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>153,452</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>91,949</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>81,224</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>5,731</b>	<b>1%</b>
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**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>60,499</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>5,301</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>43,144</b>	<b>71%</b>
AA Program	16,243	38%
AS Program	6,673	15%
AAS Program	1,000	2%
Adult Vocational Certificate	1,416	3%
Vocational Credit Certificate	888	2%
Other	16,924	39%
...IN STATE UNIVERSITY SYSTEM	<b>11,687</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,824</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>38,142</b>	<b>63%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>6,888</b>	<b>1%</b>
... & EMPLOYED	2,068	30%
RECEIVING FOOD STAMPS	<b>278,166</b>	<b>28%</b>
... & EMPLOYED	117,542	42%
RECEIVING TANF &or FOOD STAMPS	<b>278,233</b>	<b>28%</b>
... & EMPLOYED	117,559	42%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>7,145</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>20,876</b>	<b>2%</b>



1112672

**2011-12 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 57,652****TOTAL WITH OUTCOME DATA 37,862 66%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>27,825</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$7,060</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>19,010</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,396</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8,815</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>8,055</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,650</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,305</b>	<b>19%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>1,374</b>	<b>2%</b>
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**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>5,325</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>598</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,964</b>	<b>74%</b>
AA Program	1,496	38%
AS Program	802	20%
AAS Program	158	4%
Adult Vocational Certificate	212	5%
Vocational Credit Certificate	110	3%
Other	1,186	30%
...IN STATE UNIVERSITY SYSTEM	<b>722</b>	<b>14%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>192</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,448</b>	<b>46%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>104</b>	<b>0%</b>
... & EMPLOYED	31	30%
RECEIVING FOOD STAMPS	<b>11,032</b>	<b>19%</b>
... & EMPLOYED	4,486	41%
RECEIVING TANF &or FOOD STAMPS	<b>11,033</b>	<b>19%</b>
... & EMPLOYED	4,487	41%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>145</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,008</b>	<b>2%</b>

1112673

**2010-11 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 64,835****TOTAL WITH OUTCOME DATA 39,182 60%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>28,309</b>	<b>44%</b>
AVERAGE EARNINGS - ALL	<b>\$7,639</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>20,334</b>	<b>72%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,846</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,975</b>	<b>28%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,892</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,966</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>6,476</b>	<b>23%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>2,017</b>	<b>3%</b>
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**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,967</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>547</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,633</b>	<b>73%</b>
AA Program	1,268	35%
AS Program	778	21%
AAS Program	134	4%
Adult Vocational Certificate	173	5%
Vocational Credit Certificate	108	3%
Other	1,172	32%
...IN STATE UNIVERSITY SYSTEM	<b>755</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>189</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,255</b>	<b>45%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>63</b>	<b>0%</b>
... & EMPLOYED	16	25%
RECEIVING FOOD STAMPS	<b>10,625</b>	<b>16%</b>
... & EMPLOYED	3,934	37%
RECEIVING TANF &or FOOD STAMPS	<b>10,626</b>	<b>16%</b>
... & EMPLOYED	3,935	37%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>253</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,055</b>	<b>2%</b>

1112674

**2009-10 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 71,042****TOTAL WITH OUTCOME DATA 41,283 58%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>28,757</b>	<b>40%</b>
AVERAGE EARNINGS - ALL	<b>\$8,050</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>21,099</b>	<b>73%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,247</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,658</b>	<b>27%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,734</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>6,166</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7,199</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>2,868</b>	<b>4%</b>
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**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,749</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>489</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,331</b>	<b>70%</b>
AA Program	1,054	32%
AS Program	753	23%
AAS Program	125	4%
Adult Vocational Certificate	151	5%
Vocational Credit Certificate	102	3%
Other	1,146	34%
...IN STATE UNIVERSITY SYSTEM	<b>887</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>175</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,145</b>	<b>45%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>80</b>	<b>0%</b>
... & EMPLOYED	25	31%
RECEIVING FOOD STAMPS	<b>11,313</b>	<b>16%</b>
... & EMPLOYED	3,812	34%
RECEIVING TANF &or FOOD STAMPS	<b>11,314</b>	<b>16%</b>
... & EMPLOYED	3,813	34%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>337</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,070</b>	<b>2%</b>

1112681

**2011-12 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 13,741****TOTAL WITH OUTCOME DATA 11,947 87%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>10,239</b>	<b>75%</b>
AVERAGE EARNINGS - ALL	<b>\$8,693</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,269</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,257</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,970</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,435</b>	<b>24%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,622</b>	<b>26%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,212</b>	<b>31%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>77</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>12</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,765</b>	<b>13%</b>
...IN DISTRICT POSTSECONDARY	<b>221</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,286</b>	<b>73%</b>
AA Program	375	29%
AS Program	186	14%
AAS Program	26	2%
Adult Vocational Certificate	24	2%
Vocational Credit Certificate	18	1%
Other	657	51%
...IN STATE UNIVERSITY SYSTEM	<b>258</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>41</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,397</b>	<b>79%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>118</b>	<b>1%</b>
... & EMPLOYED	46	39%
RECEIVING FOOD STAMPS	<b>3,213</b>	<b>23%</b>
... & EMPLOYED	1,842	57%
RECEIVING TANF &or FOOD STAMPS	<b>3,213</b>	<b>23%</b>
... & EMPLOYED	1,842	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>43</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>196</b>	<b>1%</b>

1112682

**2010-11 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 12,647****TOTAL WITH OUTCOME DATA 10,380 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>8,865</b>	<b>70%</b>
AVERAGE EARNINGS - ALL	<b>\$9,722</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,295</b>	<b>82%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,371</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,570</b>	<b>18%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,033</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,896</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,366</b>	<b>38%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>69</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>19</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,281</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>103</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>956</b>	<b>75%</b>
AA Program	266	28%
AS Program	143	15%
AAS Program	19	2%
Adult Vocational Certificate	24	3%
Vocational Credit Certificate	24	3%
Other	480	50%
...IN STATE UNIVERSITY SYSTEM	<b>209</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>38</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>998</b>	<b>78%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>60</b>	<b>0%</b>
... & EMPLOYED	20	33%
RECEIVING FOOD STAMPS	<b>2,619</b>	<b>21%</b>
... & EMPLOYED	1,397	53%
RECEIVING TANF &or FOOD STAMPS	<b>2,619</b>	<b>21%</b>
... & EMPLOYED	1,397	53%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>48</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>169</b>	<b>1%</b>

1112683

**2009-10 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 15,268****TOTAL WITH OUTCOME DATA 12,409 81%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>11,079</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$11,911</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,727</b>	<b>88%</b>
AVERAGE FT/FQ EARNINGS	<b>\$13,287</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,352</b>	<b>12%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,960</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,223</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,544</b>	<b>50%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>99</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>26</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,415</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>129</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,075</b>	<b>76%</b>
AA Program	324	30%
AS Program	145	13%
AAS Program	21	2%
Adult Vocational Certificate	24	2%
Vocational Credit Certificate	18	2%
Other	543	51%
...IN STATE UNIVERSITY SYSTEM	<b>217</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>25</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,160</b>	<b>82%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>53</b>	<b>0%</b>
... & EMPLOYED	15	28%
RECEIVING FOOD STAMPS	<b>2,210</b>	<b>14%</b>
... & EMPLOYED	1,198	54%
RECEIVING TANF &or FOOD STAMPS	<b>2,210</b>	<b>14%</b>
... & EMPLOYED	1,198	54%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>47</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>149</b>	<b>1%</b>

1112687

**2011-12 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 8,291****TOTAL WITH OUTCOME DATA 6,788 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>6,016</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$7,674</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,799</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,068</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,217</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,026</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,520</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,253</b>	<b>21%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>673</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>65</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>508</b>	<b>75%</b>
AA Program	143	28%
AS Program	88	17%
AAS Program	14	3%
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	17	3%
Other	232	46%
...IN STATE UNIVERSITY SYSTEM	<b>100</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>17</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>505</b>	<b>75%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>24</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,652</b>	<b>20%</b>
... & EMPLOYED	1,017	62%
RECEIVING TANF &or FOOD STAMPS	<b>1,652</b>	<b>20%</b>
... & EMPLOYED	1,017	62%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>57</b>	<b>1%</b>



1112688

**2010-11 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 6,997****TOTAL WITH OUTCOME DATA 5,500 79%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,876</b>	<b>70%</b>
AVERAGE EARNINGS - ALL	<b>\$8,561</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,044</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,878</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>832</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,504</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,297</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,243</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>46</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>475</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>62</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>345</b>	<b>73%</b>
AA Program	93	27%
AS Program	61	18%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	3%
Other	166	48%
...IN STATE UNIVERSITY SYSTEM	<b>62</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>361</b>	<b>76%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>24</b>	<b>0%</b>
... & EMPLOYED	10	42%
RECEIVING FOOD STAMPS	<b>1,170</b>	<b>17%</b>
... & EMPLOYED	684	58%
RECEIVING TANF &or FOOD STAMPS	<b>1,170</b>	<b>17%</b>
... & EMPLOYED	684	58%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>10</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>48</b>	<b>1%</b>

1112689

**2009-10 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 3,661****TOTAL WITH OUTCOME DATA 2,746 75%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>2,429</b>	<b>66%</b>
AVERAGE EARNINGS - ALL	<b>\$9,303</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,056</b>	<b>85%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,599</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>373</b>	<b>15%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>665</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>648</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>743</b>	<b>31%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>33</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>234</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>23</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>180</b>	<b>77%</b>
AA Program	50	28%
AS Program	30	17%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	89	49%
...IN STATE UNIVERSITY SYSTEM	<b>31</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>177</b>	<b>76%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>515</b>	<b>14%</b>
... & EMPLOYED	286	56%
RECEIVING TANF &or FOOD STAMPS	<b>515</b>	<b>14%</b>
... & EMPLOYED	286	56%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>22</b>	<b>1%</b>

1112690

**2011-12 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 2,305****TOTAL WITH OUTCOME DATA 2,018 88%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,212</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$3,333</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>424</b>	<b>35%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,765</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>788</b>	<b>65%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>359</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>54</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>11</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>12</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>361</b>	<b>16%</b>
...IN DISTRICT POSTSECONDARY	<b>50</b>	<b>14%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>283</b>	<b>78%</b>
AA Program	118	42%
AS Program	32	11%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	126	45%
...IN STATE UNIVERSITY SYSTEM	<b>20</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>13</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>205</b>	<b>57%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>57</b>	<b>2%</b>
... & EMPLOYED	17	30%
RECEIVING FOOD STAMPS	<b>1,322</b>	<b>57%</b>
... & EMPLOYED	643	49%
RECEIVING TANF &or FOOD STAMPS	<b>1,322</b>	<b>57%</b>
... & EMPLOYED	643	49%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>31</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>182</b>	<b>8%</b>

1112691

**2010-11 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,909****TOTAL WITH OUTCOME DATA 1,648 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,033</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$3,601</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>383</b>	<b>37%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,402</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>650</b>	<b>63%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>290</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>71</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>22</b>	<b>2%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>11</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>321</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>39</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>247</b>	<b>77%</b>
AA Program	124	50%
AS Program	23	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	83	34%
...IN STATE UNIVERSITY SYSTEM	<b>34</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>212</b>	<b>66%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>51</b>	<b>3%</b>
... & EMPLOYED	19	37%
RECEIVING FOOD STAMPS	<b>1,037</b>	<b>54%</b>
... & EMPLOYED	526	51%
RECEIVING TANF &or FOOD STAMPS	<b>1,037</b>	<b>54%</b>
... & EMPLOYED	526	51%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>43</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>106</b>	<b>6%</b>

1112692

**2009-10 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,683****TOTAL WITH OUTCOME DATA 1,400 83%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>927</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$4,021</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>405</b>	<b>44%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,641</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>522</b>	<b>56%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>304</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>61</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>40</b>	<b>4%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>10</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>253</b>	<b>15%</b>
...IN DISTRICT POSTSECONDARY	<b>28</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>181</b>	<b>72%</b>
AA Program	73	40%
AS Program	22	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	77	43%
...IN STATE UNIVERSITY SYSTEM	<b>38</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>12</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>171</b>	<b>68%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>52</b>	<b>3%</b>
... & EMPLOYED	16	31%
RECEIVING FOOD STAMPS	<b>852</b>	<b>51%</b>
... & EMPLOYED	449	53%
RECEIVING TANF &or FOOD STAMPS	<b>852</b>	<b>51%</b>
... & EMPLOYED	449	53%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>25</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>91</b>	<b>5%</b>

1112696

**2011-12 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 3,530****TOTAL WITH OUTCOME DATA 3,033 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,715</b>	<b>49%</b>
AVERAGE EARNINGS - ALL	<b>\$2,664</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>359</b>	<b>21%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,707</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,356</b>	<b>79%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>304</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>41</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>14</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>57</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>980</b>	<b>28%</b>
...IN DISTRICT POSTSECONDARY	<b>57</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>780</b>	<b>80%</b>
AA Program	415	53%
AS Program	54	7%
AAS Program	****	****
Adult Vocational Certificate	13	2%
Vocational Credit Certificate	****	****
Other	282	36%
...IN STATE UNIVERSITY SYSTEM	<b>118</b>	<b>12%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>43</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>548</b>	<b>56%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>93</b>	<b>3%</b>
... & EMPLOYED	28	30%
RECEIVING FOOD STAMPS	<b>1,837</b>	<b>52%</b>
... & EMPLOYED	835	45%
RECEIVING TANF &or FOOD STAMPS	<b>1,845</b>	<b>52%</b>
... & EMPLOYED	839	45%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>27</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>109</b>	<b>3%</b>

1112697

**2010-11 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 4,173****TOTAL WITH OUTCOME DATA 3,410 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,887</b>	<b>45%</b>
AVERAGE EARNINGS - ALL	<b>\$3,184</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>423</b>	<b>22%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,696</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,464</b>	<b>78%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>357</b>	<b>19%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>53</b>	<b>3%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>13</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>66</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,063</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>88</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>777</b>	<b>73%</b>
AA Program	432	56%
AS Program	70	9%
AAS Program	****	****
Adult Vocational Certificate	15	2%
Vocational Credit Certificate	****	****
Other	249	32%
...IN STATE UNIVERSITY SYSTEM	<b>172</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>59</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>609</b>	<b>57%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>74</b>	<b>2%</b>
... & EMPLOYED	23	31%
RECEIVING FOOD STAMPS	<b>1,974</b>	<b>47%</b>
... & EMPLOYED	850	43%
RECEIVING TANF &or FOOD STAMPS	<b>1,982</b>	<b>47%</b>
... & EMPLOYED	851	43%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>74</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>171</b>	<b>4%</b>



1112698

**2009-10 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 3,078****TOTAL WITH OUTCOME DATA 2,587 84%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>1,559</b>	<b>51%</b>
AVERAGE EARNINGS - ALL	<b>\$3,455</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>540</b>	<b>35%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,144</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,019</b>	<b>65%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>421</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>97</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>22</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>46</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>706</b>	<b>23%</b>
...IN DISTRICT POSTSECONDARY	<b>36</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>502</b>	<b>71%</b>
AA Program	269	54%
AS Program	61	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	159	32%
...IN STATE UNIVERSITY SYSTEM	<b>150</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>36</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>437</b>	<b>62%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>45</b>	<b>1%</b>
... & EMPLOYED	19	42%
RECEIVING FOOD STAMPS	<b>1,380</b>	<b>45%</b>
... & EMPLOYED	649	47%
RECEIVING TANF &or FOOD STAMPS	<b>1,380</b>	<b>45%</b>
... & EMPLOYED	649	47%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>80</b>	<b>3%</b>
COMMUNITY SUPERVISION	<b>162</b>	<b>5%</b>

1112614

**2011-12 INCUMBENT WORKER - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 10,397****TOTAL WITH OUTCOME DATA 9,421 91%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>9,201</b>	<b>88%</b>
AVERAGE EARNINGS - ALL	<b>\$16,851</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,501</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,072</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>700</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,218</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,794</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,489</b>	<b>60%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>416</b>	<b>4%</b>
...IN DISTRICT POSTSECONDARY	<b>23</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>295</b>	<b>71%</b>
AA Program	120	41%
AS Program	44	15%
AAS Program	10	3%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	107	36%
...IN STATE UNIVERSITY SYSTEM	<b>100</b>	<b>24%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>361</b>	<b>87%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>560</b>	<b>5%</b>
... & EMPLOYED	393	70%
RECEIVING TANF &or FOOD STAMPS	<b>560</b>	<b>5%</b>
... & EMPLOYED	393	70%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>35</b>	<b>0%</b>

1112615

**2010-11 INCUMBENT WORKER - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 9,055****TOTAL WITH OUTCOME DATA 8,017 89%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,758</b>	<b>86%</b>
AVERAGE EARNINGS - ALL	<b>\$17,866</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,290</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,889</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>468</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,292</b>	<b>17%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,644</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,354</b>	<b>56%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>13</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>377</b>	<b>4%</b>
...IN DISTRICT POSTSECONDARY	<b>26</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>241</b>	<b>64%</b>
AA Program	76	32%
AS Program	40	17%
AAS Program	12	5%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	103	43%
...IN STATE UNIVERSITY SYSTEM	<b>103</b>	<b>27%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>12</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>320</b>	<b>85%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>590</b>	<b>7%</b>
... & EMPLOYED	392	66%
RECEIVING TANF &or FOOD STAMPS	<b>590</b>	<b>7%</b>
... & EMPLOYED	392	66%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>39</b>	<b>0%</b>

1112616

**2009-10 INCUMBENT WORKER - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 6,586****TOTAL WITH OUTCOME DATA 5,609 85%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,417</b>	<b>82%</b>
AVERAGE EARNINGS - ALL	<b>\$15,507</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,159</b>	<b>95%</b>
AVERAGE FT/FQ EARNINGS	<b>\$16,169</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>258</b>	<b>5%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>977</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,119</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,063</b>	<b>57%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>163</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	<b>11</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>120</b>	<b>74%</b>
AA Program	33	28%
AS Program	17	14%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	63	53%
...IN STATE UNIVERSITY SYSTEM	<b>34</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>134</b>	<b>82%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>357</b>	<b>5%</b>
... & EMPLOYED	204	57%
RECEIVING TANF &or FOOD STAMPS	<b>357</b>	<b>5%</b>
... & EMPLOYED	204	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>32</b>	<b>0%</b>

1112608

**2011-12 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 9,268****TOTAL WITH OUTCOME DATA 8,186 88%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,951</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$4,769</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,135</b>	<b>53%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,157</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>2,816</b>	<b>47%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,039</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>732</b>	<b>12%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>364</b>	<b>6%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>13</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>615</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>89</b>	<b>14%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>419</b>	<b>68%</b>
AA Program	141	34%
AS Program	39	9%
AAS Program	10	2%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	2%
Other	212	51%
...IN STATE UNIVERSITY SYSTEM	<b>103</b>	<b>17%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>23</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>435</b>	<b>71%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>53</b>	<b>1%</b>
... & EMPLOYED	27	51%
RECEIVING FOOD STAMPS	<b>5,321</b>	<b>57%</b>
... & EMPLOYED	3,240	61%
RECEIVING TANF &or FOOD STAMPS	<b>5,321</b>	<b>57%</b>
... & EMPLOYED	3,240	61%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>34</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>322</b>	<b>3%</b>

1112609

**2010-11 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 14,270****TOTAL WITH OUTCOME DATA 12,206 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>8,711</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$5,095</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,005</b>	<b>57%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,277</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,706</b>	<b>43%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,120</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,275</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>610</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>18</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>946</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>127</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>649</b>	<b>69%</b>
AA Program	238	37%
AS Program	58	9%
AAS Program	19	3%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	320	49%
...IN STATE UNIVERSITY SYSTEM	<b>150</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>39</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>680</b>	<b>72%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>70</b>	<b>0%</b>
... & EMPLOYED	28	40%
RECEIVING FOOD STAMPS	<b>7,328</b>	<b>51%</b>
... & EMPLOYED	4,100	56%
RECEIVING TANF &or FOOD STAMPS	<b>7,328</b>	<b>51%</b>
... & EMPLOYED	4,100	56%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>78</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>509</b>	<b>4%</b>

1112610

**2009-10 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 14,231****TOTAL WITH OUTCOME DATA 11,610 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>7,330</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$5,004</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,120</b>	<b>56%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,247</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,210</b>	<b>44%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,676</b>	<b>37%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>966</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>478</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>17</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>18</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>870</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>116</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>632</b>	<b>73%</b>
AA Program	266	42%
AS Program	78	12%
AAS Program	10	2%
Adult Vocational Certificate	10	2%
Vocational Credit Certificate	11	2%
Other	257	41%
...IN STATE UNIVERSITY SYSTEM	<b>122</b>	<b>14%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>25</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>585</b>	<b>67%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>88</b>	<b>1%</b>
... & EMPLOYED	30	34%
RECEIVING FOOD STAMPS	<b>7,576</b>	<b>53%</b>
... & EMPLOYED	3,583	47%
RECEIVING TANF &or FOOD STAMPS	<b>7,577</b>	<b>53%</b>
... & EMPLOYED	3,584	47%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>106</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>418</b>	<b>3%</b>



1112611

**2011-12 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 18,768****TOTAL WITH OUTCOME DATA 16,850 90%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>10,135</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$4,317</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,760</b>	<b>47%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,925</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,375</b>	<b>53%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,253</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,025</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>482</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>20</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,456</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>253</b>	<b>17%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,053</b>	<b>72%</b>
AA Program	336	32%
AS Program	125	12%
AAS Program	20	2%
Adult Vocational Certificate	23	2%
Vocational Credit Certificate	22	2%
Other	527	50%
...IN STATE UNIVERSITY SYSTEM	<b>145</b>	<b>10%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>41</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>828</b>	<b>57%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>156</b>	<b>1%</b>
... & EMPLOYED	60	38%
RECEIVING FOOD STAMPS	<b>12,618</b>	<b>67%</b>
... & EMPLOYED	6,212	49%
RECEIVING TANF &or FOOD STAMPS	<b>12,618</b>	<b>67%</b>
... & EMPLOYED	6,212	49%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>95</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>714</b>	<b>4%</b>

1112612

**2010-11 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 23,574****TOTAL WITH OUTCOME DATA 20,169 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>12,541</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$4,773</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,711</b>	<b>54%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,106</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,830</b>	<b>46%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,382</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,583</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>746</b>	<b>6%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>18</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>28</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,581</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>239</b>	<b>15%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,126</b>	<b>71%</b>
AA Program	415	37%
AS Program	134	12%
AAS Program	27	2%
Adult Vocational Certificate	17	2%
Vocational Credit Certificate	17	2%
Other	516	46%
...IN STATE UNIVERSITY SYSTEM	<b>188</b>	<b>12%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>57</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,025</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>164</b>	<b>1%</b>
... & EMPLOYED	53	32%
RECEIVING FOOD STAMPS	<b>13,521</b>	<b>57%</b>
... & EMPLOYED	6,361	47%
RECEIVING TANF &or FOOD STAMPS	<b>13,521</b>	<b>57%</b>
... & EMPLOYED	6,361	47%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>175</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>829</b>	<b>4%</b>

1112613

**2009-10 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 39,134****TOTAL WITH OUTCOME DATA 32,068 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>15,323</b>	<b>39%</b>
AVERAGE EARNINGS - ALL	<b>\$4,457</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,649</b>	<b>50%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,916</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,674</b>	<b>50%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,273</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,654</b>	<b>11%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>722</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>48</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>37</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,985</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>310</b>	<b>16%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,462</b>	<b>74%</b>
AA Program	604	41%
AS Program	208	14%
AAS Program	29	2%
Adult Vocational Certificate	34	2%
Vocational Credit Certificate	31	2%
Other	556	38%
...IN STATE UNIVERSITY SYSTEM	<b>220</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>43</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,125</b>	<b>57%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>265</b>	<b>1%</b>
... & EMPLOYED	92	35%
RECEIVING FOOD STAMPS	<b>23,860</b>	<b>61%</b>
... & EMPLOYED	8,179	34%
RECEIVING TANF &or FOOD STAMPS	<b>23,862</b>	<b>61%</b>
... & EMPLOYED	8,181	34%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>674</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>1,485</b>	<b>4%</b>

1112666

**2011-12 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 350****TOTAL WITH OUTCOME DATA 253 72%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>222</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$8,362</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>172</b>	<b>77%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,109</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>50</b>	<b>23%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>65</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>54</b>	<b>24%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>53</b>	<b>24%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>18</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13</b>	<b>72%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>14</b>	<b>78%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>54</b>	<b>15%</b>
... & EMPLOYED	<b>25</b>	<b>46%</b>
RECEIVING TANF &or FOOD STAMPS	<b>54</b>	<b>15%</b>
... & EMPLOYED	<b>25</b>	<b>46%</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112667

**2010-11 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 336****TOTAL WITH OUTCOME DATA 215 64%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>187</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$8,747</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>149</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,405</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>38</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>54</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>54</b>	<b>29%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>41</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>11</b>	<b>3%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>****</b>	<b>****</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>42</b>	<b>13%</b>
... & EMPLOYED	<b>19</b>	<b>45%</b>
RECEIVING TANF &or FOOD STAMPS	<b>42</b>	<b>13%</b>
... & EMPLOYED	<b>19</b>	<b>45%</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112668

**2009-10 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 955****TOTAL WITH OUTCOME DATA 615 64%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>487</b>	<b>51%</b>
AVERAGE EARNINGS - ALL	<b>\$7,595</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>373</b>	<b>77%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,219</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>114</b>	<b>23%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>170</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>104</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>99</b>	<b>20%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>64</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>57</b>	<b>89%</b>
AA Program	14	25%
AS Program	17	30%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	20	35%
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>31</b>	<b>48%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>166</b>	<b>17%</b>
... & EMPLOYED	66	40%
RECEIVING TANF &or FOOD STAMPS	<b>166</b>	<b>17%</b>
... & EMPLOYED	66	40%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112617

**2011-12 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,304****TOTAL WITH OUTCOME DATA 964 74%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>853</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$10,031</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>705</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,668</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>148</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>218</b>	<b>26%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>171</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>316</b>	<b>37%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>34</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>124</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>86</b>	<b>69%</b>
AA Program	21	24%
AS Program	21	24%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	32	37%
...IN STATE UNIVERSITY SYSTEM	<b>31</b>	<b>25%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>80</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>131</b>	<b>10%</b>
... & EMPLOYED	88	67%
RECEIVING TANF &or FOOD STAMPS	<b>131</b>	<b>10%</b>
... & EMPLOYED	88	67%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>15</b>	<b>1%</b>



1112618

**2010-11 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 679****TOTAL WITH OUTCOME DATA 435 64%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>373</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$7,241</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>298</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,514</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>75</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>140</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>95</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>63</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>24</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>48</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>32</b>	<b>67%</b>
AA Program	11	34%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	14	44%
...IN STATE UNIVERSITY SYSTEM	<b>12</b>	<b>25%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>31</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>77</b>	<b>11%</b>
... & EMPLOYED	52	68%
RECEIVING TANF &or FOOD STAMPS	<b>77</b>	<b>11%</b>
... & EMPLOYED	52	68%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112619

**2009-10 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 779****TOTAL WITH OUTCOME DATA 424 54%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>338</b>	<b>43%</b>
AVERAGE EARNINGS - ALL	<b>\$7,226</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>267</b>	<b>79%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,596</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>71</b>	<b>21%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>115</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>93</b>	<b>28%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>59</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>42</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>35</b>	<b>83%</b>
AA Program	10	29%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	16	46%
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>31</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>79</b>	<b>10%</b>
... & EMPLOYED	35	44%
RECEIVING TANF &or FOOD STAMPS	<b>79</b>	<b>10%</b>
... & EMPLOYED	35	44%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

1112675

**2011-12 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 15,062****TOTAL WITH OUTCOME DATA 13,984 93%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>9,634</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$3,828</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,042</b>	<b>42%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,221</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,592</b>	<b>58%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,133</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>715</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>194</b>	<b>2%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,696</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	<b>195</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,367</b>	<b>81%</b>
AA Program	487	36%
AS Program	158	12%
AAS Program	24	2%
Adult Vocational Certificate	29	2%
Vocational Credit Certificate	18	1%
Other	651	48%
...IN STATE UNIVERSITY SYSTEM	<b>117</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>40</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,113</b>	<b>66%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>1,810</b>	<b>12%</b>
... & EMPLOYED	841	46%
RECEIVING FOOD STAMPS	<b>12,147</b>	<b>81%</b>
... & EMPLOYED	7,926	65%
RECEIVING TANF &or FOOD STAMPS	<b>12,156</b>	<b>81%</b>
... & EMPLOYED	7,927	65%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>37</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>458</b>	<b>3%</b>

1112676

**2010-11 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 18,921****TOTAL WITH OUTCOME DATA 16,864 89%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>11,269</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$4,408</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,603</b>	<b>50%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,744</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,666</b>	<b>50%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,976</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,140</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>487</b>	<b>4%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>26</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,803</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>211</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,459</b>	<b>81%</b>
AA Program	550	38%
AS Program	173	12%
AAS Program	32	2%
Adult Vocational Certificate	44	3%
Vocational Credit Certificate	21	1%
Other	639	44%
...IN STATE UNIVERSITY SYSTEM	<b>124</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>42</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,168</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>1,484</b>	<b>8%</b>
... & EMPLOYED	596	40%
RECEIVING FOOD STAMPS	<b>13,550</b>	<b>72%</b>
... & EMPLOYED	8,177	60%
RECEIVING TANF &or FOOD STAMPS	<b>13,562</b>	<b>72%</b>
... & EMPLOYED	8,180	60%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>72</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>560</b>	<b>3%</b>

1112677

**2009-10 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 21,654****TOTAL WITH OUTCOME DATA 18,622 86%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>12,279</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$4,821</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,801</b>	<b>55%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,005</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,478</b>	<b>45%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,605</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,591</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>605</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>12</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,974</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>191</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,606</b>	<b>81%</b>
AA Program	582	36%
AS Program	229	14%
AAS Program	33	2%
Adult Vocational Certificate	46	3%
Vocational Credit Certificate	21	1%
Other	695	43%
...IN STATE UNIVERSITY SYSTEM	<b>156</b>	<b>8%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>57</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,245</b>	<b>63%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>1,239</b>	<b>6%</b>
... & EMPLOYED	507	41%
RECEIVING FOOD STAMPS	<b>14,031</b>	<b>65%</b>
... & EMPLOYED	8,019	57%
RECEIVING TANF &or FOOD STAMPS	<b>14,039</b>	<b>65%</b>
... & EMPLOYED	8,023	57%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>108</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>701</b>	<b>3%</b>

1112678

**2011-12 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 73,351****TOTAL WITH OUTCOME DATA 65,675 90%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>32,699</b>	<b>45%</b>
AVERAGE EARNINGS - ALL	<b>\$3,687</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>12,751</b>	<b>39%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,444</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>19,948</b>	<b>61%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,683</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,286</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>782</b>	<b>2%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>34</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>6,683</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>788</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>5,407</b>	<b>81%</b>
AA Program	1,932	36%
AS Program	716	13%
AAS Program	82	2%
Adult Vocational Certificate	178	3%
Vocational Credit Certificate	66	1%
Other	2,433	45%
...IN STATE UNIVERSITY SYSTEM	<b>443</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>168</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>3,427</b>	<b>51%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>12,834</b>	<b>17%</b>
... & EMPLOYED	3,847	30%
RECEIVING FOOD STAMPS	<b>58,327</b>	<b>80%</b>
... & EMPLOYED	26,244	45%
RECEIVING TANF &or FOOD STAMPS	<b>58,453</b>	<b>80%</b>
... & EMPLOYED	26,271	45%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>206</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>2,818</b>	<b>4%</b>

1112679

**2010-11 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 97,259****TOTAL WITH OUTCOME DATA 82,754 85%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>44,708</b>	<b>46%</b>
AVERAGE EARNINGS - ALL	<b>\$4,362</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>21,414</b>	<b>48%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,933</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>23,294</b>	<b>52%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>14,761</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,652</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,001</b>	<b>4%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>102</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>66</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,706</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>829</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>6,217</b>	<b>81%</b>
AA Program	2,329	37%
AS Program	797	13%
AAS Program	116	2%
Adult Vocational Certificate	189	3%
Vocational Credit Certificate	84	1%
Other	2,702	43%
...IN STATE UNIVERSITY SYSTEM	<b>582</b>	<b>8%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>210</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,227</b>	<b>55%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>8,292</b>	<b>9%</b>
... & EMPLOYED	2,354	28%
RECEIVING FOOD STAMPS	<b>66,885</b>	<b>69%</b>
... & EMPLOYED	30,440	46%
RECEIVING TANF &or FOOD STAMPS	<b>66,974</b>	<b>69%</b>
... & EMPLOYED	30,458	45%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>495</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>3,475</b>	<b>4%</b>



1112680

**2009-10 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 102,446****TOTAL WITH OUTCOME DATA 84,502 82%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>44,932</b>	<b>44%</b>
AVERAGE EARNINGS - ALL	<b>\$4,469</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>22,324</b>	<b>50%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,954</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>22,608</b>	<b>50%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>15,159</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,049</b>	<b>11%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,116</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>117</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>97</b>	<b>0%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,493</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>729</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>5,980</b>	<b>80%</b>
AA Program	2,236	37%
AS Program	796	13%
AAS Program	110	2%
Adult Vocational Certificate	181	3%
Vocational Credit Certificate	94	2%
Other	2,563	43%
...IN STATE UNIVERSITY SYSTEM	<b>703</b>	<b>9%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>221</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,153</b>	<b>55%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>6,537</b>	<b>6%</b>
... & EMPLOYED	1,847	28%
RECEIVING FOOD STAMPS	<b>67,111</b>	<b>66%</b>
... & EMPLOYED	29,483	44%
RECEIVING TANF &or FOOD STAMPS	<b>67,179</b>	<b>66%</b>
... & EMPLOYED	29,493	44%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>659</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>3,727</b>	<b>4%</b>

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The Florida Education and Training Placement Information Program (FETPIP), within the Division of Accountability, Research, and Measurement (ARM), is an interagency data collection system that obtains follow-up data on former students, program participants and other users of Florida's public education system. Authorized under current Florida Statute 1008.39, the program is designed to compile, maintain and disseminate employment, continuing education, military and other measures of information on these individuals. (The statute states that any project conducted by the Department of Education or the Workforce Development system requiring automated matching of administrative records for follow-up purposes, must use information provided through FETPIP). The programs and organizations for which FETPIP provides its follow-up data collection services are referred to as "applications".

These applications cover the K-20 system that includes all public school high school graduates and dropouts, all community college four year degree, associate degree and vocational students, all secondary and postsecondary vocational students, all state university system graduates, adult education and General Education Diploma (GED) students, a select number of private vocational schools, colleges and universities. Additionally, all Workforce Investment Act programs, Welfare Transition participants, Unemployment Insurance claimants, and smaller operations such as vocation rehabilitation, apprenticeship, certain longitudinal collections, and others are included as well.

The process begins when organizations representing each application provide FETPIP with individual student or participant files from their management information system units. The files include individual identifiers as well as demographic, socio-economic, and programmatic data. The data collected describe the employment, military service, incarceration, public assistance participation, and continuing education experience of the individuals being followed, and form an integral part of the K-20 accountability system used by public schools, vocational institutions, community colleges, and universities and other state agencies' consumer information systems. FETPIP accomplishes its data collection by electronically linking its student and participant files to the administrative records of the state and federal agencies listed below on an annual basis.

- **FLORIDA DEPARTMENT OF CORRECTIONS:** The data represent individuals incarcerated in the state's prisons or under Department of Corrections supervision.
- **FLORIDA DEPARTMENT OF EDUCATION:** The data include fall and preliminary winter enrollment records from four separate Management Information System units within the Department. The databases maintained by the State University System, Community Colleges, District Public Schools and the Office of Student Financial Aid (OSFA), form part of Florida's K-20 Information Accountability system.
- **THE FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES:** The data include the amount of Temporary Assistance to Needy Families (TANF) and/or Food Stamp assistance received.
- **THE FLORIDA AGENCY FOR WORKFORCE INNOVATION:** The data include the employer's name, address, and North American Industry Classification System (NAICS) code, the total number of employees in that establishment for the reporting period, and their reported earnings for the period. The files that are accessed here are a part of the wage report system that is used to manage the state Unemployment Compensation program. These wage records are taken from the fourth quarter (October - December) employer payrolls from throughout Florida.
- **THE U.S. DEPARTMENT OF DEFENSE:** The data include the person's rank, and primary Defense Occupation Code.
- **THE U.S. OFFICE OF PERSONNEL MANAGEMENT:** The data indicate former students/trainees in the employ of the federal government. Data include branch of government and location.
- **THE U.S. POSTAL SERVICE:** The data indicate former students/trainees in the employ of the United States Postal Service.

Once data are collected and reviewed, a variety of reports and files are provided to the organizations represented by the applications. A more detailed account of reporting procedures and data availability can be found on the FETPIP website.

## APPENDIX B

### Additional Follow-up Reports

The following reports can be obtained from the FETPIP office.

<p>BLIND SERVICES          COMMISSION FOR INDEPENDENT EDUCATION - DEGREE WITHDRAWALS          COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE WITHDRAWALS          DEPARTMENT OF CORRECTIONS - COMMUNITY SUPERVISION          DEPARTMENT OF CORRECTIONS - RELEASES          DISTRICT ADULT GED          DISTRICT ADULT GENERAL EDUCATION - COMPLETERS W/ LCP          DISTRICT ADULT STANDARD DIPLOMA          DISTRICT APPRENTICESHIP          DIVISION OF VOCATIONAL REHABILITATION - CLOSURES          DIVISION OF WORKERS COMPENSATION, RE-EMPLOYMENT SERVICES - OUTCOMES          DROPOUT PREVENTION ALL - DROPOUTS          DROPOUT PREVENTION ALL - GRADUATES          DROPOUT PREVENTION ALTERNATIVE TO EXPULSION - DROPOUTS          DROPOUT PREVENTION ALTERNATIVE TO EXPULSION - GRADUATES          DROPOUT PREVENTION DISCIPLINARY PROGRAMS - DROPOUTS          DROPOUT PREVENTION DISCIPLINARY PROGRAMS - GRADUATES          DROPOUT PREVENTION DJJ PROGRAMS - DROPOUTS          DROPOUT PREVENTION DJJ PROGRAMS - GRADUATES          DROPOUT PREVENTION DROPOUT RETRIEVAL - DROPOUTS          DROPOUT PREVENTION DROPOUT RETRIEVAL - GRADUATES          DROPOUT PREVENTION EDUCATION ALT - DROPOUTS          DROPOUT PREVENTION EDUCATION ALT - GRADUATES          DROPOUT PREVENTION GED EXIT OPTION - DROPOUTS          DROPOUT PREVENTION GED EXIT OPTION - GRADUATES          DROPOUT PREVENTION TEEN PARENT - DROPOUTS          DROPOUT PREVENTION TEEN PARENT - GRADUATES          FARMWORKER JOBS AND EDUCATION          FLORIDA COLLEGE SYSTEM APPRENTICESHIP PROGRAM - COMPLETERS          FLORIDA COLLEGE SYSTEM APPRENTICESHIP PROGRAM - LEAVERS          GIFTED - DROPOUTS          GIFTED - EXITERS          GIFTED - GRADUATES          GIFTED - NON-DIPLOMA COMPLETERS          PRISON INDUSTRIES</p>	<p>PUBLIC HIGH SCHOOL GRADUATES          PUBLIC HIGH SCHOOL GRADUATES - ALTERNATE ASSESSMENT          PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION (W8A)          PUBLIC HIGH SCHOOL GRADUATES - FCAT WAIVER          PUBLIC HIGH SCHOOL GRADUATES - GED &amp; GRADUATION TEST          PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA (OPTION 2)          PUBLIC HIGH SCHOOL GRADUATES - STATE OF FLORIDA DIPLOMA (GED ONLY)          QUICK RESPONSE - TRAINING          STUDENTS WITH DISABILITIES - DROPOUTS          STUDENTS WITH DISABILITIES - EXITERS          STUDENTS WITH DISABILITIES - GRADUATES          STUDENTS WITH DISABILITIES - NON-DIPLOMA COMPLETERS          TAKE STOCK IN CHILDREN          TECH PREP - GRADUATES          TEMPORARY ASSISTANCE FOR NEEDY FAMILIES - PROGRAM PARTICIPANTS</p>
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Comments regarding this publication may be sent by e-mail: [FETPIP@fldoe.org](mailto:FETPIP@fldoe.org)



Date: Feb. 15, 2008  
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FOR IMMEDIATE RELEASE

Leading Engineers and Scientists Identify Advances That Could Improve Quality of Life Around the World

21 Century's Grand Engineering Challenges Unveiled

WASHINGTON -- The U.S. National Academy of Engineering (NAE) today announced the grand challenges for engineering in the 21st century. A diverse committee of experts from around the world, convened at the request of the U.S. National Science Foundation, revealed 14 challenges that, if met, would improve how we live.

"Tremendous advances in quality of life have come from improved technology in areas such as farming and manufacturing," said committee member and Google co-founder Larry Page. "If we focus our effort on the important grand challenges of our age, we can hugely improve the future."

The panel, some of the most accomplished engineers and scientists of their generation, was established in 2006 and met several times to discuss and develop the list of challenges. Through an interactive Web site, the effort received worldwide input from prominent engineers and scientists, as well as from the general public, over a one-year period. The panel's conclusions were reviewed by more than 50 subject-matter experts.

The final choices fall into four themes that are essential for humanity to flourish -- sustainability, health, reducing vulnerability, and joy of living. The committee did not attempt to include every important challenge, nor did it endorse particular approaches to meeting those selected. Rather than focusing on predictions or gee-whiz gadgets, the goal was to identify what needs to be done to help people and the planet thrive.

"We chose engineering challenges that we feel can, through creativity and commitment, be realistically met, most of them early in this century," said committee chair and former U.S. Secretary of Defense William J. Perry. "Some can be, and should be, achieved as soon as possible."

The committee decided not to rank the challenges. NAE is offering the public an opportunity to vote on which one they think is most important and to provide comments at the project Web site -- <[www.engineeringchallenges.org](http://www.engineeringchallenges.org)>.

The Grand Challenges site features a five-minute video overview of the project along with committee member interview excerpts. A podcast of the news conference announcing the

challenges will also be available on the site starting next week.

"Meeting these challenges would be 'game changing,'" said NAE president Charles M. Vest.  
"Success with any one of them could dramatically improve life for everyone."

#### The Challenges

- ◆ Make solar energy affordable
- ◆ Provide energy from fusion
- ◆ Develop carbon sequestration methods
- ◆ Manage the nitrogen cycle
- ◆ Provide access to clean water
- ◆ Restore and improve urban infrastructure
- ◆ Advance health informatics
- ◆ Engineer better medicines
- ◆ Reverse-engineer the brain
- ◆ Prevent nuclear terror
- ◆ Secure cyberspace
- ◆ Enhance virtual reality
- ◆ Advance personalized learning
- ◆ Engineer the tools for scientific discovery

#### The Committee

William Perry (committee chair), former secretary of defense, U.S. Department of Defense, and Michael and Barbara Berberian Professor and professor of engineering, Stanford University

Alec Broers, chairman, Science and Technology Select Committee, United Kingdom House of Lords

Farouk El-Baz, research professor and director, Center for Remote Sensing, Boston University

Wesley Harris, department head and Charles Stark Draper Professor of Aeronautics and Astronautics, Massachusetts Institute of Technology

Bernadine Healy, former director, U.S. National Institutes of Health, and health editor and columnist, U.S. News & World Report

W. Daniel Hillis, chairman and co-founder, Applied Minds Inc.

Calestous Juma, professor of the practice of international development, Harvard University

Dean Kamen, founder and president, DEKA Research and Development Corp.

Raymond Kurzweil, chairman and chief executive officer, Kurzweil Technologies Inc.

Robert Langer, Institute Professor, Massachusetts Institute of Technology

Jaime Lerner, architect and urban planner, Instituto Jaime Lerner

Bindu Lohani, director general and chief compliance officer, Asian Development Bank

Jane Lubchenco, Wayne and Gladys Valley Professor of Marine Biology and Distinguished

Professor of Zoology, Oregon State University

Mario Molína, Nobel laureate and professor of chemistry and biochemistry, University of California, San Diego

Larry Page, co-founder and president of products, Google Inc.

Robert Socolow, professor of mechanical and aerospace engineering, Princeton University  
Environmental Institute

J. Craig Venter, president, The J. Craig Venter Institute

Jackie Ying, executive director, Institute of Bioengineering and Nanotechnology

The National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council make up the U.S. National Academies. They are private, nonprofit institutions that provide science, technology, and health policy advice under a congressional charter.

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[ This news release is available at <http://national-academies.org> ]

Pasted from <<http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=02152008>>

## Engineering Research Centers\*

**Manufacturing**

Center	Lead Institution	Year Founded
ERC for Compact and Efficient Fluid Power (CCEFP)	<a href="#">University of Minnesota</a>	2006
ERC for Structured Organic Particulate Systems, (C-SOPS)	<a href="#">Rutgers University</a>	2006
Synthetic Biology ERC (SynBERC)	<a href="#">University of California at Berkeley</a>	2006
Center for Biorenewable Chemicals (CBIRC)	<a href="#">Iowa State University</a>	2008

**Biotechnology and health care**

Center	Lead Institution	Year Founded
Biomimetic MicroElectronic Systems (BMES) ERC	<a href="#">University of Southern California</a>	2003
Quality of Life ERC (QoLT)	<a href="#">Carnegie Mellon University</a>	2006
ERC for Revolutionizing Metallic Biomaterials (RMB)	<a href="#">North Carolina A&amp;T University</a>	2008
Engineering Research Center for Sensorimotor Neural Engineering (CSNE)	<a href="#">University of Washington</a>	2011

**Energy, sustainability, and infrastructure**

Center	Lead Institution	Year Founded
Future Renewable Electric Energy Delivery and Management (FREEDM) Systems Center	<a href="#">North Carolina State University</a>	2008
Smart Lighting ERC	<a href="#">Rensselaer Polytechnic Institute</a>	2008
ERC for Quantum Energy and Sustainable Solar Technologies (QESST)	<a href="#">Arizona State University</a>	2011
ERC for Re-Inventing America's Urban Water Infrastructure (ReNUWIt)	<a href="#">Stanford University</a>	2011
ERC for Ultra-wide Area Resilient Electric Energy Transmission Networks (CURENT)	<a href="#">University of Tennessee–Knoxville</a>	2011

**Microelectronics, sensing, and information technology**

Center	Lead Institution	Year Founded
ERC for Collaborative Adaptive Sensing of the Atmosphere (CASA)	<a href="#">University of Massachusetts Amherst</a>	2003
ERC for Extreme Ultraviolet Science and Technology (EUV ERC)	<a href="#">CSU / Colorado at Boulder / California at Berkeley / Lawrence Berkeley National Laboratory</a> <sup>[17]</sup>	2003
ERC on Mid-Infrared Technologies for Health and the Environment (MIRTHE)	<a href="#">Princeton University</a>	2006
Center for Integrated Access Networks (CIAN)	<a href="#">University of Arizona</a>	2008



## Past (graduated) centers

The following centers no longer receive funding from the National Science Foundation. Centers founded in or after 1994 are second generation ERCs. Centers founded before 1994 are first generation.

### Manufacturing

Center	Lead Institution	Year Founded	Year of Graduation
Systems Research Center	<a href="#">University of Maryland</a>	1985/1994	1997
Engineering Design Research Center	<a href="#">Carnegie Mellon University</a>	1986	1997
ERC for Net Shape Manufacturing	<a href="#">Ohio State University</a>	1986	1997
Center for Interfacial Engineering	<a href="#">University of Minnesota</a>	1988	1999
Particle Engineering Research Center	<a href="#">University of Florida</a>	1995	2006
ERC for Environmentally Benign Semiconductor Manufacturing	<a href="#">University of Arizona</a>	1996	2006
ERC for Reconfigurable Manufacturing Systems	<a href="#">University of Michigan</a>	1996	2007
Center for Advanced Engineering of Fibers and Films	<a href="#">Clemson University</a>	1998	2008
Gordon ERC for Subsurface Sensing and Imaging Systems	<a href="#">Northeastern University</a>	2000	2010
ERC for Wireless Integrated MicroSystems	<a href="#">University of Michigan</a>	2000	2010

### Biotechnology and health care

Center	Lead Institution	Year Founded	Year of Graduation
Biotechnology Process Engineering Center	<a href="#">Massachusetts Institute of Technology</a>	1985/1995	2005
Center for Biofilm Engineering	<a href="#">Montana State University</a>	1990	2001
Engineered Biomaterials ERC	<a href="#">University of Washington</a>	1996	2007
ERC for Computer-Integrated Surgical Systems and Technology	<a href="#">Johns Hopkins University</a>	1998	2008
ERC for the Engineering of Living Tissues	<a href="#">Georgia Institute of Technology</a>	1998	2008
VanTh ERC for Bioengineering Educational Technologies	<a href="#">Vanderbilt University</a>	1999	2007

### Energy, sustainability, and infrastructure

Center	Lead Institution	Year Founded	Year of Graduation
Advanced Combustion Engineering Research Center	<a href="#">BYU/University of Utah</a>	1986	1997
ERC for Advanced Technology for Large Structural Systems	<a href="#">Lehigh University</a>	1986	1997
Mid-America Earthquake Center	<a href="#">University of Illinois at Urbana-Champaign</a>	1997	2007
Multidisciplinary Center for Earthquake Engineering Research	<a href="#">The University at Buffalo</a>	1997	2007
Pacific Earthquake Engineering Research Center	<a href="#">University of California at Berkeley</a>	1997	2007
Offshore Technology Research Center	<a href="#">Texas A&amp;M/University of Texas</a>	1988	1999

### Microelectronics, sensing, and information technology

ERC	Lead Institution	Year Founded	Year of Graduation
ERC for Compound Semiconductor Microelectronics	<a href="#">University of Illinois</a>	1986	1997
Data Storage Systems Center	<a href="#">Carnegie Mellon University</a>	1990	2001
ERC for Computational Field Simulation	<a href="#">Mississippi State University</a>	1990	2001
ERC for Neuromorphic Systems Engineering	<a href="#">California Institute of Technology</a>	1995	2006
Microelectronics Packaging Research Center	<a href="#">Georgia Institute of Technology</a>	1995	2006
Integrated Media Systems Center	<a href="#">University of Southern California</a>	1996	2007
ERC for Power Electronics Systems	<a href="#">VPISU</a>	1998	2008

\* [http://en.wikipedia.org/wiki/Engineering\\_Research\\_Centers](http://en.wikipedia.org/wiki/Engineering_Research_Centers)

## Engineering Research Centers: Linking Discovery to Innovation

*Driving the discovery, dissemination, and deployment of transformational knowledge and technologies and a new generation of graduates in service to industry and the Nation*

The Engineering Research Centers (ERC) program was created in 1984 to bring technology-based industry and universities together in an effort to strengthen the competitive position of American industry in the global marketplace. These partnerships established cross-disciplinary centers focused on advancing fundamental engineering knowledge and engineered systems technology while exposing students to the integrative aspects of engineered systems and industrial practice. As a result, over the past quarter century this partnership has produced a wide range of engineered systems and other technologies aimed at spawning whole new industries or radically transforming the product lines, processes, and practices of current industries. At the same time it has produced a new generation of engineering graduates who are highly innovative, diverse, globally engaged, and effective as technology leaders in industry.

NSF has continually refined the goals and purposes of the ERC program to meet the needs of industry in an increasingly global economy where the U.S. competitive advantage lies in its capacity to innovate. The goal of today's ERCs is to create a culture that actively stimulates technological innovation through partnerships with industry in research to accelerate technology transfer to member firms and in translational research to explore commercialization of high-risk technologies with small firms, and with organizations devoted to entrepreneurship. Given this evolving and outward-looking program management, current and future ERCs will continue to advance transformational engineered systems and produce graduates who will be creative innovators in the global economy.

To achieve this goal, ERCs have the following key features:

- A guiding **strategic vision** for a transformational engineered system and the development of an innovative, globally competitive engineering workforce
- A strategically planned, systems-motivated cross-disciplinary **research program** spanning from fundamental research to proof-of-concept systems testbeds
- **Education programs** strategically designed to produce creative, innovative engineers by engaging students in all phases of the research and innovation process
- **Partnerships with middle and high schools** aimed at bringing engineering concepts to the classroom and attracting young students to college-level engineering degree programs and into engineering careers
- **Partnerships with industry, local government agencies, and local-level organizations** devoted to accelerating technology transfer, translational research, and innovation.

From their inception the ERCs have embodied NSF's strategic interests in the integration of research and education, the integration of science and engineering disciplines, partnerships between academe and industry, and strengthening the engineering workforce to meet the nation's needs in a global economy. In many ways the program has redefined the concept of an academic research center, serving as a model for the development of other Centers programs in the U.S. and around the world.

Each ERC is established as a 3-way partnership involving academe, industry, and NSF (in some cases with the participation of state, local, and/or other Federal government agencies). In FY 2012, total annual funding from all sources provided directly to each Center ranged from \$3.5 to \$10.0 million, with NSF's contribution ranging from \$2.7 million (for centers in their phase-down period prior to graduation from NSF support) to \$3.25 to \$4.2 million per year for ongoing centers.<sup>1</sup>

NSF funds each ERC for up to 10 years. Since 1985, a total of 61 ERCs and 3 Earthquake ERCs<sup>2</sup> have been formed across the United States, with 20 ERCs currently in operation. Surveys of industry employers have shown that ERC graduates are viewed by 80% of their supervisors as being more productive than their peers because, through their ERC experience, they know how to integrate knowledge across disciplines and manage teams to advance technology. A 2010 study of the impacts of ERC-generated technologies found that the economic value of products and processes deriving from the ERCs was already in the tens of billions of dollars, with some centers having had a transformational impact on their field of engineering and technology.

<sup>1</sup> NSF funding ramps down in the last two years of a Center's life as an ERC..

<sup>2</sup> Three Earthquake Engineering Research Centers were funded in 1997 with funds outside of the ERC Program but were managed by the ERC Program from 1999 through their graduation from NSF support.

**The major technological areas upon which current ERCs focus are:**

- Manufacturing
- Biotechnology and Health Care
- Energy, Sustainability, and Infrastructure
- Microelectronics, Sensing, and IT

**MANUFACTURING**

**Synthetic Biology ERC** (Class of 2006)

University of California at Berkeley, CA (lead institution) in partnership with Harvard University, the Massachusetts Institute of Technology, Prairie View A&M University, and the University of California at San Francisco

**ERC for Biorenewable Chemicals** (Class of 2008)

Iowa State University (lead institution) in partnership with the University of California, Irvine, the University of New Mexico, Rice University, the University of Virginia, and the University of Wisconsin-Madison

**ERC in Compact and Efficient Fluid Power** (Class of 2006)

University of Minnesota, Minneapolis, MN (lead institution) in partnership with Georgia Institute of Technology, Purdue University, the University of Illinois at Urbana-Champaign, and Vanderbilt University

**Center for Structured Organic Particulate Systems** (Class of 2006)

Rutgers University, New Brunswick, NJ (lead institution) in partnership with Purdue University, New Jersey Institute of Technology, and the University of Puerto Rico at Mayagüez

**Nanosystems ERC for Nanomanufacturing Systems for Mobile Computing and Mobile Energy Technologies** (Class of 2012)

The University of Texas at Austin (lead institution) in partnership with the University of New Mexico and the University of California, Berkeley

**BIOTECHNOLOGY AND HEALTH CARE**

**Quality of Life Technology ERC** (Class of 2006)  
Carnegie Mellon University, Pittsburgh, PA (lead institution) in partnership with the University of Pittsburgh

**ERC for Revolutionizing Metallic Biomaterials** (Class of 2008)

North Carolina A&T State University (lead institution) in partnership with the University of Cincinnati and the University of Pittsburgh

**Nanosystems ERC for Advanced Self-Powered Systems of Integrated Sensors and Technologies** (Class of 2012)

North Carolina State University (lead institution) in partnership with Pennsylvania State University, Florida International University, University of North Carolina at Chapel Hill, and University of Virginia

**ERC for Biomimetic MicroElectronic Systems** (Class of 2003)

University of Southern California - Keck School of Medicine and Viterbi School of Engineering, Los Angeles, CA (lead institution) in partnership with California Institute of Technology and the University of California, Santa Cruz

**NSF Engineering Research Center for Sensorimotor Neural Engineering** (Class of 2011)

University of Washington in partnership with the Massachusetts Institute of Technology and San Diego State University

**ENERGY, SUSTAINABILITY, AND INFRASTRUCTURE**

**ERC for Quantum Energy and Sustainable Solar Technologies** (Class of 2011)

Arizona State University (lead institution) in partnership with the California Institute of Technology, the University of Delaware, the Massachusetts Institute of Technology, and the University of New Mexico (co-funded with DOE)

**ERC for Future Renewable Electric Energy Delivery and Management Systems** (Class of 2008)

North Carolina State University (lead institution) in partnership with Arizona State University, Florida A&M University, Florida State University, Missouri University of Science and Technology

**Smart Lighting ERC** (Class of 2008)

Rensselaer Polytechnic Institute (lead institution) in partnership with Boston University and the University of New Mexico

**ERC for Re-Inventing America's Urban Water Infrastructure** (Class of 2011)

Stanford University (lead institution) in partnership with the University of California, Berkeley, Colorado School of Mines, and New Mexico State University

**ERC for Ultra-wide Area Resilient Electric Energy Transmission Networks** (Class of 2011)

University of Tennessee-Knoxville (lead institution) in partnership with Northeastern University, Rensselaer Polytechnic Institute, and Tuskegee University (co-funded with DOE)

## MICROELECTRONICS, SENSING, AND IT

### ERC for Integrated Access Networks (Class of 2008)

**University of Arizona** (lead institution) in partnership with the California Institute of Technology, Columbia University, Norfolk State University, Stanford University, Tuskegee University, the Universities of California at Berkeley, San Diego, and Los Angeles, and the University of Southern California

### ERC for Extreme Ultraviolet Science & Technology

(Class of 2003)

Colorado State University, Fort Collins, CO (lead institution) in partnership with the University of Colorado at Boulder and the University of California at Berkeley

### Nanosystems ERC for Translational Applications of Nanoscale Multiferroic Systems (Class of 2012)

University of California, Los Angeles (lead institution) in partnership with Cornell University, the University of California, Berkeley, and California State University, Northridge

### ERC for Collaborative Adaptive Sensing of the Atmosphere (Class of 2003)

University of Massachusetts, Amherst, MA (lead institution) in partnership with Colorado State University, University of Oklahoma, and University of Puerto Rico at Mayagüez

### ERC on Mid-Infrared Technologies for Health and the Environment (Class of 2006)

Princeton University, Princeton, NJ (lead institution) in partnership with the City University of New York, the Johns Hopkins University, Texas A&M University, the University of Maryland–Baltimore County, and Rice University

*At the end of their ten-year life-cycle as NSF-supported Engineering Research Centers, most ERCs graduate from NSF support and become self-sustaining. Currently there are 31 graduated ERCs and 3 graduated Earthquake ERCs:*

## Manufacturing

### ERC for Environmentally Benign Semiconductor

**Manufacturing** — University of Arizona, Tucson, AZ (lead institution) in partnership with Arizona State University, the University of California at Berkeley, Cornell University, MIT, and Stanford University (this ERC was jointly funded by the Semiconductor Research Corporation) (established in 1996, graduated in 2006)

**ERC for Engineering Design** (now the Institute for Complex Engineered Systems) — Carnegie Mellon University (established in 1986, graduated in 1997)

**Center for Advanced Engineering of Fibers and Films** — Clemson University, Clemson, SC (lead institution) in partnership with MIT (established in 1998, graduated in 2008)

**ERC for Particle Science and Technology** — University of Florida, Gainesville, FL (established in 1995, graduated in 2005)

**Systems Research Center** (now the Institute for Systems Research) — University of Maryland/Harvard University (established in 1985, graduated in 1994)

**Center for Reconfigurable Machining Systems** — University of Michigan, Ann Arbor, MI (established in 1996, graduated in 2007)

**Center for Interfacial Engineering** (now the Industrial Partnership for Research in Interfacial and Materials Engineering, or iPrime) — University of Minnesota (established in 1988, graduated in 1999)

**ERC for Net Shape Manufacturing** — Ohio State University (established in 1986, graduated in 1997)

**Center for Intelligent Manufactured Systems** — Purdue University (established in 1985, graduated in 1994)

## Biotechnology and Health Care

**ERC for Emerging Cardiovascular Technologies** — Duke University & other North Carolina Institutions (established in 1987, graduated in 1998)

**ERC for the Engineering of Living Tissues** (now the Regenerative Engineering and Medicine Research Center) — Georgia Institute of Technology, Atlanta, GA (lead institution) in partnership with Emory University (established in 1998, graduated in 2008)

**Center for Computer-Integrated Surgical Systems and Technology** — Johns Hopkins University, Baltimore, MD (lead institution) in partnership with the Brigham and Women's Hospital, Carnegie Mellon University, the Johns Hopkins University Hospital, MIT, and Shady Side Hospital (established in 1998, graduated in 2008)

**Bioprocess Engineering Research Center** — Massachusetts Institute of Technology, Cambridge, MA (established in 1985, graduated in 1994)

**Biotechnology Process Engineering Center** — Massachusetts Institute of Technology, Cambridge, MA (BPEC recompeted and was reestablished in 1994, graduating in 2005)

**Center for Biofilm Engineering** — Montana State University, Bozeman, MO (established in 1990, graduated in 2001)

**VaNTH ERC for Bioengineering Educational Technologies** — Vanderbilt University, Nashville, TN (lead institution) in partnership with Northwestern University, the Harvard University-MIT Division of Health Sciences and Technology, and the University of Texas at Austin (established in 1999, graduated in 2007)

**Engineered Biomaterials Engineering Research Center** — University of Washington, Seattle, WA (established in 1996, graduated in 2007)

### Energy, Environment, and Infrastructure

**Advanced Combustion Engineering Research Center** — Brigham Young University/University of Utah (established in 1986, graduated in 1997)

**Multidisciplinary Center for Earthquake Engineering Research** — University at Buffalo (lead institution) in partnership with Cornell University, University of Delaware, University of Nevada at Reno, and University of Southern California, as well as other collaborating institutions and private entities throughout the U.S. (established in 1997, graduated in 2007)

**Center for Advanced Technology for Large Structural Systems** — Lehigh University (established in 1986, graduated in 1997)

**Pacific Earthquake Engineering Research Center** — University of California at Berkeley, CA (lead institution) in partnership with California Institute of Technology, Stanford University, University of California at Davis, University of California at Irvine, University of California at Los Angeles, University of California at San Diego, the University of Southern California, the University of Washington, and nine affiliate institutions (established in 1997, graduated in 2007)

**Mid-America Earthquake Center** — University of Illinois at Urbana-Champaign, IL (lead institution) in partnership with Georgia Institute of Technology, the University of Memphis, MIT, St. Louis University, Texas A&M University, and Washington University (established in 1997, graduated in 2008)

**Offshore Technology Research Center** — Texas A&M University/University of Texas (established in 1988, graduated in 1999)

### Micro/Optoelectronics, Sensing, and IT

**Center for Neuromorphic Systems Engineering** — California Institute of Technology, Pasadena, CA (established in 1995, graduated in 2005)

**Data Storage Systems Center** — Carnegie Mellon University, Pittsburgh, PA (established in 1990, graduated in 2001)

**Optoelectronic Computing Systems Center** — University of Colorado/Colorado State University (established in 1987, graduated in 1998)

**Center for Telecommunications Research** — Columbia University (established in 1985, graduated in 1996)

**Packaging Research Center** (now the 3D Systems Packaging Research Center) — Georgia Institute of Technology, Atlanta, GA (established in 1995, graduated in 2005)

**Center for Compound Semiconductor Microelectronics** — University of Illinois at Urbana-Champaign (established in 1986, graduated in 1997)

**Center for Computational Field Simulation** — Mississippi State University, Mississippi State, MS (established in 1990, graduated in 2001)

**Center for Advanced Electronic Materials Processing** — North Carolina State University & other North Carolina Institutions (established in 1988, graduated in 1999)

**Center for Wireless Integrated MicroSystems** — University of Michigan (lead institution) in partnership with Michigan State University and Michigan Technological University (established in 2000, graduated in 2010)

**Center for Subsurface Sensing and Imaging Systems** — Northeastern University (lead institution) in partnership with Boston University, Rensselaer Polytechnic Institute, University of Puerto Rico at Mayagüez, Brigham and Women's Hospital, Lawrence Livermore National Laboratory, Massachusetts General Hospital, and Woods Hole Oceanographic Institution (established in 2000, graduated in 2010)

**Integrated Media Systems Center** — University of Southern California, Los Angeles, CA (established in 1996, graduated in 2007)

**Center for Power Electronics Systems** — Virginia Polytechnic Institute & State University, Blacksburg, VA (lead institution) in partnership with North Carolina A&T State University, University of Puerto Rico at Mayagüez, Rensselaer Polytechnic Institute, and University of Wisconsin at Madison (established in 1998, graduated in 2008)

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**IN THE UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF MARYLAND**

THE COALITION FOR EQUITY AND	:	
EXCELLENCE IN MARYLAND	:	
HIGHER EDUCATION, <i>et al.</i>	:	
	:	
	:	
v.	:	Civil No. CCB-06-2773
	:	
	:	
MARYLAND HIGHER EDUCATION	:	
COMMISSION, <i>et al.</i>	:	

**MEMORANDUM**

This action arises under Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the Fourteenth Amendment. Plaintiffs The Coalition for Equity and Excellence in Maryland Higher Education and named individuals associated with the organization (collectively, “the Coalition”) allege that defendants State of Maryland, the Maryland Higher Education Commission (“MHEC”), and its officers in their official capacities (collectively, “the State”) have failed to desegregate Maryland’s system of higher education as required by federal law under the framework articulated in *United States v. Fordice*, 505 U.S. 717 (1992). The parties presented evidence during a six-week bench trial in January 2012 and subsequently submitted proposed findings and conclusions. The court held oral argument in October 2012. Under Fed. R. Civ. P. 52(a), the court makes the following findings of fact and conclusions of law.

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## I. INTRODUCTION

As the parties involved in this long-running litigation agree, Maryland had a shameful history of *de jure* segregation throughout much of the past century. Public higher education opportunities for African Americans were either non-existent or decidedly inferior to the opportunities afforded to white citizens. Most of that history, briefly summarized below, is neither disputed nor excused by the State in this case.

It should also not be disputed that the State has made great progress in recognizing and attempting to rectify those wrongs. Whether that progress is sufficient to satisfy constitutional requirements, that is, whether there exist current policies or practices attributable to the State which are traceable to the *de jure* era and have continuing segregative effects, has been the subject not only of this litigation but of much debate among the academic and governmental communities, the general public, and the media. There are sincerely held beliefs on all aspects of this very difficult debate, which cannot be satisfactorily resolved by one lawsuit, and one judicial opinion. I have considered the testimony, arguments, and evidence presented by the excellent and well-prepared counsel who appeared before me, and applied the law established by the Supreme Court in *Fordice*. I find the plaintiffs have prevailed in establishing current policies and practices of unnecessary program duplication that continue to have segregative effects as to which the State has not established sound educational justification. Remedies will be required. The plaintiffs have not, however, made that showing as to the current operational funding policies and practices put in place by the State.

## II. PARTIES

Plaintiff The Coalition for Equity and Excellence in Maryland Higher Education, Inc., is an organization that was founded in 2006 to support Maryland's historically black institutions of higher education ("HBIs") and promote equity between the HBIs and Maryland's traditionally white institutions ("TWIs"). (1/17/12 AM Trial Tr. 100 (Burton).) Members of the Coalition include current and former students of Maryland's HBIs. (1/17/12 PM Trial Tr. 3 (Burton).) Plaintiff Muriel Thompson is currently a doctoral candidate at Morgan State University, a Maryland HBI. (1/3/12 PM Trial Tr. 5 (M. Thompson).) Plaintiff David Burton is an alumnus of Morgan State and founder of the Coalition. (1/17/12 AM Trial Tr. 94, 100 (Burton).) Plaintiffs Chris Heidelberg and Anthony Robinson are also alumni of Morgan State. (1/9/12 PM Trial Tr. 59 (Heidelberg); 1/12/12 AM Trial Tr. 28 (Robinson).) Plaintiff Kelly Thompson is an alumna of Coppin State University, a Maryland HBI. Plaintiff Damien Montgomery was a student at Bowie State University, a Maryland HBI, when this lawsuit was filed. Plaintiff Rahsaan Simon was a student at Morgan State when this lawsuit was filed. Plaintiff Jomari Smith is Muriel Thompson's son and was a prospective candidate for a Maryland HBI. (1/3/12 PM Trial Tr. 33 (M. Thompson).) Defendant State of Maryland was added by court order on September 25, 2010. (ECF No. 164.) Defendant MHEC is an agency of the State of Maryland. MHEC's responsibilities include (a) "ensur[ing] that the State Plan for Higher Education complies with the State's equal educational opportunity obligations under State and federal law, including Title VI of the Civil Rights Act," Md. Code Ann., Educ. § 11-105(b)(2)(ii); (b) "assur[ing] that courses and programs offered are within the scope of the approved missions of the regional higher education centers," § 11-105(d)(2)(iv); and (c) developing a program for "desegregation and equal educational opportunities," § 11-105(f). Defendant Danette Gerald Howard is

Secretary of MHEC and is sued in her official capacity. Defendant Kevin M. O’Keefe was the Chairman of MHEC when this action was filed.

### **III. BACKGROUND**

#### **A. Maryland’s Higher Education System**

The Maryland Charter for Higher Education is the “statement of policy for higher education in Maryland.” Md. Code Ann., Educ. § 10-201. MHEC’s duties, under the Charter, include “[a]dvis[ing] the Governor and General Assembly on statewide higher education policy; . . . [c]oordinat[ing] and arbitrat[ing] among different segments of higher education in the state; . . . grant[ing] final approval of mission statements for each public institution of higher education . . . [and] [a]ssess[ing] the adequacy of operating and capital funding for public higher education and establish[ing] operating funding guidelines based on comparison with peer institutions and other relevant criteria[.]” Md. Code Ann., Educ. § 10-207. The Maryland Education Code defines the “public senior higher education institution[s]” as Morgan State University (“Morgan”); St. Mary’s College of Maryland (“St. Mary’s”); and the constituent universities of the University System of Maryland (“USM”), which includes: University of Maryland, Baltimore (“UMB”); University of Maryland Baltimore County (“UMBC”); University of Maryland, College Park (“UMCP” or “College Park”); University of Maryland Eastern Shore (“UMES,” formerly “Princess Anne”); University of Maryland University College (“UMUC”); Bowie State University (“Bowie”); Coppin State University (“Coppin”); Frostburg State University (“Frostburg”); Salisbury University (“Salisbury”); Towson University (“Towson”); and the University of Baltimore (“UB”). Md. Code Ann., Educ. §§ 10-101, 12-101(b)(6).

Bowie, Coppin, Morgan, and UMES are Maryland’s HBIs; UMCP, UMUC, UMB, UB, Frostburg, Salisbury, Towson, and St. Mary’s are its TWIs. (OCR Partnership Agreement, PTX

4, at 5.) Morgan State University has a Board of Regents and St. Mary's has a Board of Trustees. Md. Code Ann., Educ. §§ 14-102(a), 14-402(a). The University System of Maryland is governed by a single Board of Regents. § 12-102(b). The duties of each governing board are governed by § 10-208 and include "policy[;]" "mission statements;" "goals that are consistent with the roles and missions approved for the institutions;" and "institutional budget submissions."

### **B. *De Jure* Era Segregation in Maryland Higher Education**

By the turn of the 20<sup>th</sup> century, "[o]perating under statutory direction . . . [Maryland] ha[d] established a dual system of public education, one administered for its white and one administered for its colored citizens." (Appellant's Brief, *Pierson v. Murray* (Md. Ct. App. 1935), PTX 773, at 9.) Prior to 1920, no public higher education opportunities existed for African Americans in Maryland. (Trial Tr. 1/5/12 AM Trial Tr. 27 (Popovich).) The state had contracted with Morgan, which was a private institution at the time, to operate UMES (at the time, it was called Princess Anne) in order to fulfill its federal 1890 land grant mandate so the state could continue to receive funding for its white land grant institution, College Park. UMES was operated merely as a college prep school, not a college campus, for black students. (*Id.* at 28-29.) Finally, by 1935, the state purchased UMES from Morgan, but UMES did not become a full-fledged college campus until the 1970s. (*Id.* at 29.)

Throughout the last century, the Governor and the General Assembly commissioned a series of reports to examine Maryland's provision of higher education to its black citizens. These provide detailed, contemporaneous accounts of the development of Maryland's dual higher education system throughout the *de jure* era. (*See id.* at 30-32.) The first such report, conducted by the 1937 Soper Commission, found that "[a] crisis has arisen in the field of higher education

for Negroes in Maryland . . . The cause is that the State has failed to make adequate provision for Negroes in this branch of education.” (Soper Commission Report, PTX 17, at 10.)

The Commission found:

In the field of higher education, while the State has fostered white colleges for one hundred and fifty years it made its first grant to a Negro college in 1914 . . . The State organized and supported a white teacher training institution in 1866, seventy years ago. It has aided a Negro Normal School only since 1911 – twenty five years. The State of Maryland came into actual ownership of a State University for white students in 1918, since which time it has formally adopted a policy of state provision for white under-graduate, graduate, and professional education. It was not until 1935 that provision was made for Negro graduate and professional education . . . In the same year the State provided its own college for Negroes by the purchase of Princess Anne Academy from Morgan College seventeen years after the acquisition of the corresponding white institution.

(*Id.* at 146.)

The Soper Commission summarized: “It is thus clear that the white population has had the advantage of generous state support for its higher education many years in advance of the Negro population. The contrast between the amounts of money received by the two racial groups would show, if possible of computation, an enormous differential in favor of the white race.”

(*Id.*) The Soper report was commissioned in the wake of a lawsuit filed by an African American who successfully petitioned to be admitted to the University of Maryland Law School in 1935.

(1/5/12 AM Trial Tr. 34 (Popovich).) By this time, “Maryland . . . was starting to feel the pressure of providing for some choice because the courts seemed to be ruling against the kind of situation that existed in Maryland.” (*Id.*)

Following a recommendation of the Soper Commission, Maryland purchased Morgan in 1939 to provide a college education to African Americans in the state. (*Id.* at 34-35.) The report also recommended shuttering UMES because of “how badly [it] . . . had been supported,” but this recommendation was not followed. (*Id.*)

In addition to UMES and Morgan, by this time the state also had two public teachers colleges for African Americans: Coppin and Bowie. (*Id.* at 42.) (Coppin was, at this time, run by the City of Baltimore, not the state. *Id.*) Both Coppin and Bowie were sub-standard institutions, inferior to the public white teachers colleges in Maryland, and in need of substantial improvements. (Soper Commission Report, PTX 17, at 22-24.)

By 1947, when the Marbury Commission completed a comprehensive review of higher education in Maryland (including a review of “The Problem of Separate Institutions for Negroes”), all four of the current HBIs in Maryland were under public control. (Marbury Commission Report, PTX 18, at 77.) Morgan was defined as an “undergraduate liberal arts college;” UMES was “nominally a branch of the University of Maryland and [was] designated as the land-grant college for Negroes;” Bowie and Coppin were teachers colleges for Prince George’s County and Baltimore City schools, respectively. (*Id.* at 77-78.) The commission found that “[n]one of these schools [was] equal in quality to the corresponding institution maintained for the white population.” (*Id.* at 78.) The commission also noted that “[a]lthough the state maintain[ed] extensive facilities for the graduate and professional education of white persons, there [was] no provision for the equivalent training of Negroes in the state.” (*Id.*)

In a follow up report to the Marbury Commission that specifically examined the state’s public HBIs, the 1950 Weglein Commission found: “It would hardly be feasible to attempt a complete separation of Negro higher education in Maryland from the higher education of white students in the state. The development of colleges for white students in the state has directly influenced the manner of establishment and growth of Negro institutions. The continuous uphill struggle on the part of the Negro colleges to secure facilities on a par with white institutions is a factor which cannot be overlooked in a survey of this kind.” (Weglein Commission Report, PTX



826, at 15.) The Weglein Commission made a variety of recommendations, some of which were eventually followed (such as increasing the master's degree offerings at Morgan, moving Coppin to state control, and establishing a permanent state commission on higher education). (*See id.* at 7-9.)

In 1954, the Supreme Court decided *Brown v. Board of Education*, 347 U.S. 483 (1954), declaring that “separate but equal” was inherently unconstitutional, but Maryland continued to operate a segregated system of higher education for more than a decade after. (*See* 1/5/12 AM Trial Tr. 62-64 (Popovich); Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 21, 38.) During this time, Maryland operated the University of Maryland as a comprehensive university for white students and two four-year liberal arts colleges (Morgan and UMES) for black students. (Conrad Expert Rep. I, PTX 69, at 6.) Notably, the Pullen Commission report, a comprehensive study of higher education in Maryland released after *Brown*, delineated between “white colleges” and “Negro colleges,” noting that while “there [were] Negroes in graduate schools in Maryland, there are no Negro graduate schools.” (Pullen Commission Report, PTX 19, at 39-40.)

On the heels of the Pullen Commission, two “dueling” commissions, the Warfield and Frampton Commissions, issued reports recommending ways to expand and improve the system. (1/5/12 AM Trial Tr. 70-73 (Popovich).) The Frampton report criticized the Warfield Commission for failing to consider the “appropriate utilization” of the state’s four HBIs. The Frampton Commission recommended, for example, that Morgan would “serve as a branch of the University of Maryland in the Baltimore area far more logically than . . . Towson[.]” as the Warfield report had recommended. (Frampton Commission Report, PTX 20, at 21.) The state ignored the Frampton Commission’s recommendation, and instead of turning Morgan into the

University of Maryland's Baltimore campus—to which it was well-suited—the state opted to create a new campus entirely, the University of Maryland at Baltimore County (“UMBC”). (Popovich, “Higher Education Development in the Absence of Statewide Planning” (Feb. 2010), PTX 268, at 4.) The state later acquired the University of Baltimore (“UB”) in 1973. (Popovich, Historical Context (June 1, 2005), PTX 267, at 6.) The Baltimore Sun referred to the large number of public schools in Baltimore as the “mess in Baltimore.” (1/5/12 AM Trial Tr. 93-94 (Popovich).) The problem of duplicative institutions in Baltimore has never been addressed. In fact, in 2007, MHEC approved the admission of freshmen at UB, which had been limited to third and fourth year undergraduates, adding an *additional* four-year institution to the region, and UB continues to seek an expansion of its four-year offerings. (1/30/12 AM Trial Tr. 17, 60-62 (Bogomolny).)

In 1968, Maryland created the Maryland Council of Higher Education (“MCHE”) which authored the state's first plan for higher education. (Popovich, Historical Context (June 1, 2005), PTX 267, at 4.) The first state plan recognized the system's segregation and the need to place unique programs at HBIs. (*Id.*) Morgan proposed becoming the state's first multi-racial institution in 1969, but the state ultimately rejected this proposal. (*Id.*)

### **C. OCR Notification and Initial Plans (1969-2000)**

In March of 1969, what is now the Office for Civil Rights (OCR) at the Department of Education formally notified Maryland “that it was one of ten states operating a racially-segregated system of education in violation of Title VI of the Civil Rights Act.” (Conrad Expert Rep. I, PTX 69, at 12.) Maryland submitted a “State Plan” for desegregation, and OCR “requested revisions.” (*Id.*) In 1970, Maryland resubmitted the plan but OCR did not respond. (*Id.*)

In 1973, OCR informed Maryland that it was still not in compliance with Title VI and set a deadline of June 1973 for a new desegregation plan. (*Id.*) In February 1974, Maryland submitted a new plan to OCR, which was amended in May 1974 at the request of OCR. (Maryland Desegregation Plan (February 1974), PTX 381; Conrad Expert Rep. I, PTX 69, at 12.) The plan called for MCHE, which had no formal enforcement authority to review mission designations or academic programs, to implement the plan. (*Id.*)

MCHE created a task force (the “Cox Task Force”) to “propose ways of enhancing the role and image of predominantly black public colleges in Maryland.” (Cox Task Force Report, PTX 22, at 1.) The task force determined that Maryland’s HBIs “had to develop the ability to compete despite disparities.” (*Id.* at 8.) It recommended, among other changes, that HBIs be given enhanced funding and that “each historically black public college should develop its own specialty areas or programs within the total state system that will broaden the appeal of the institution to a more diverse student body.” (*Id.* at 20-21.) The Cox Task Force also warned that establishing the University of Baltimore as a public college would have a negative effect on Morgan and Coppin, and it recommended that, at most, UB operate only as a “third and fourth year and postgraduate” institution. (*Id.* at 24-25.)

Maryland’s plan was accepted by OCR in June 1974. (“A Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989” (June 1985), PTX 305, at 13). But, shortly thereafter, in response to a “mid-year desegregation status report,” OCR informed Maryland that it had failed to execute its plan “promptly and vigorously” and that, unless remedial actions were taken, enforcement proceedings would be initiated. (*Id.*) In December 1975, OCR informed Maryland that it was referring the matter to the now Department of Education’s Office of General Counsel and requesting “administrative fund termination proceedings.” (*Id.*) In January

1976, before such proceedings began, Maryland filed suit against OCR seeking an injunction restraining OCR from initiating any administrative fund termination. (*Id.*) In *Mandel v. U.S. Dep't of Health, Education, and Welfare*, 417 F. Supp. 57 (D. Md. 1976), the court granted an injunction requiring OCR to take certain steps before any further enforcement proceedings could commence. (*Id.*)

Concerned about the eventual approval of OCR's enforcement authority, however, Maryland began desegregating its TWIs "very quickly" in order to prevent its higher education funding from being cut off. (1/5/12 AM Trial Tr. 86 (Popovich).) This desegregation was largely one-directional, with a substantial number of black students entering TWIs but not the other way around. (*Id.* at 89; *see* "Second Annual Desegregation Status Report" (Vol. III, Feb. 1976), PTX 455, at 9; "A Plan to Assure Equal Postsecondary Educational Opportunity 1980-1985" (December 1980), PTX 263, at 56.) In fact, the percentage of white students attending HBIs was at its highest in the mid-1970s, and, with some exceptions, declined thereafter. (*See* "Trends in White Graduate Students at Historically Black Institutions in Maryland" (October 2009), PTX 184, at 1). "In 1972, white students attending [HBIs] accounted for over 8% of the total white graduate/professional students attending public campuses statewide. Currently, only 2% of white students pursuing advanced degrees are enrolled at an HBI." (*Id.*) In 1976, the HBIs reported 18.2% white undergraduate enrollment. ("Second Annual Desegregation Status Report" (Vol. III, Feb. 1976), PTX 455, at 7, 11). By 2008, the enrollment of white undergraduates at HBIs was 3.35%. (Conrad Demonstrative Exhibits, at 32 (citing HBI Enrollment Data, PTX 740).)

In 1975, the Maryland General Assembly also passed legislation designating Morgan the state's "urban university" and giving the school doctoral granting authority. (Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 40; *see also* Md. Code Ann.,

Educ. § 14-101(b).) However, by 1981, representatives of Morgan testified at a special legislative session that the school's ability to develop programs had been hampered by Maryland's focus on having Morgan's programs be "urban oriented." (Popovich, Historical Context (June 1, 2005), PTX 267, at 8.) Until 1994, only one doctoral program was approved at Morgan. (*Id.* at 7-9; Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 40.)

By 1985, Maryland and OCR settled their ongoing litigation and jointly approved a new desegregation plan that stated it "fully conform[ed] with Title VI of the Civil Rights Act." ("A Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989" (June 1985), PTX 305, at 14.) Following the expiration of the 1985 desegregation plan, Maryland submitted a final report in 1991 on the state's performance in meeting its goals. ("Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989 Final Report" (May 1991), PTX 44.) The state did not meet its desegregation goals in terms of the percentage of other race enrollment at the HBIs. (*Id.* at 58.) The state also had set a goal of implementing 25 new programs at the HBIs, but had only implemented 13 new programs. (*Id.* at 14.) OCR issued no findings and had no correspondence with Maryland regarding desegregation of the HBIs between the end of the 1985 plan and 1999. (1/9/12 AM Trial Tr. 27-28 (Popovich).) In 1994, however, Maryland did issue a "Notice of Application of Supreme Court Decision" following the *Fordice* opinion and indicated that it would apply *Fordice* "to all pending Title VI evaluations of statewide higher education systems with OCR-accepted desegregation plans that have expired, including Maryland." (OCR Partnership Agreement, PTX 4, at 7; Conrad Expert Rep. I, PTX 69, at 16.)

During this time, beginning in 1988, Maryland also reorganized its public higher education system. (Overview of Morgan State University (Popovich Demonstrative), PTX 39, at

48.) MHEC became, and continues to be, the authority charged with reviewing and approving campus missions and proposals for new academic programs. (Conrad Expert Rep. I, PTX 69, at 14.) MHEC also creates and implements operational funding guidelines. *See* Md. Code Ann., Educ. §§ 10-203, 11-302, 11-105, 11-206. MHEC is also charged with implementing desegregation. § 11-105(f). The University System of Maryland (“USM”) became the governing body for all public institutions besides Morgan and St. Mary’s. §§ 10-101(e)-(f), 12-101(b)(6). This reorganization, for the most part, reflects the current makeup of Maryland’s public higher education institutions.

The 1999 Larson Task Force determined that MHEC and USM had not completely met their obligations under the 1988 reorganization act to develop a desegregation plan for the HBIs. (Larson Task Force Report, PTX 563, at 60-61.)

#### **D. The 2000 OCR Partnership Agreement**

In December 2000, Maryland and OCR entered into a Partnership Agreement which “set[] forth commitments that the State and OCR anticipate will result in agreement that Maryland is in full compliance under federal law, particularly Title VI . . . and the standards set forth in *United States v. Fordice* . . . regarding Maryland’s system of higher education.” (OCR Partnership Agreement, PTX 4, at 4.) OCR noted that “[t]he breadth and number of efforts devoted to participation and success of African American students in Maryland higher education attest to the State’s unflagging commitment to providing equal educational opportunities to all of its citizens. At all levels, the State and its public education institutions have developed and implemented far-ranging initiatives designed to maximize higher education access and success for African Americans.” (*Id.* at 7.) The Agreement lists such efforts, including “special grants to

[HBIs] for development of recruitment and retention initiatives” and “strategic plans in which goals and objectives associated with African American achievement figure prominently.” (*Id.*)

The “commitments” made by Maryland in the Agreement included “Avoiding Unnecessary Program Duplication and Expansion of Mission and Program Uniqueness and Institutional Identity at the [HBIs]” and “Enhancing Maryland’s [HBIs]” including “assess[ing] and incorporat[ing] into its established budget and program review procedures the operating (including academic programs) and capital enhancement funding proposals for each [HBI].” (*Id.* at 36-39.) Under the Agreement, Maryland and OCR were to assess whether the commitments had been fully implemented by May 2006. (*Id.* at 45.) If so, OCR stated it would “acknowledge formally in writing that Maryland has eliminated all vestiges of segregation in its public system of higher education.” (*Id.*)

In June 2006, Maryland wrote to OCR seeking such an acknowledgement and stating that it believed it had fully implemented its commitments, but OCR never responded to this letter and has taken no further action on the 2000 Partnership Agreement. (Conrad Expert Rep. I, PTX 69, at 17-18.)

#### **E. The 2009 Maryland State Plan**

In 2008, the Bohanan Commission to Develop the Maryland Model for Funding Higher Education appointed a panel to examine the HBIs which concluded:

HBIs historically and into the future have a dual mission. They are committed to the traditional mission of any institution of higher education to provide a quality educational experience . . . [They] also have as their mission to address the educational needs of students who come from families with traditionally less education and income and who are often underprepared as a result of their circumstances . . . This function for the HBIs is disproportionately more important than in the TWIs. Simply comparing the traditional indicators of capacity (funding levels, student-faculty ratios, etc.) poses the question: What kind of capacity is truly needed to carry out such a challenging mission?



(Bohanan Commission Report, PTX 2, at 120.) The 2009 State Plan adopted many of the Commission's findings and concluded that "substantial additional resources" are needed for the HBIs to be "comparable" and "competitive" with the TWIs. (2009 Maryland State Plan, PTX 1, at 30-31.)

#### **F. The Coalition's Suit**

Alleging that the State never met its commitments under the OCR partnership agreement, and citing "OCR's failure to effectively and aggressively enforce relevant desegregation[.]" the Coalition filed suit in state court in 2006 seeking "to prevent the State of Maryland from continuing to . . . maint[ain] . . . a dual system of education based on race." (*See* Complaint, ECF No. 2.) The Coalition sought a mandate that the State take steps to ensure that its HBIs are "attractive to and provide a quality education" to students "regardless of race." (*Id.*) The Coalition's suit was removed to this court on October 23, 2006. The Coalition amended its complaint four times. (*See* Fourth Amended Complaint, ECF No. 165.) After substantial discovery and a narrowing of the issues to be addressed, the parties presented evidence at a six-week bench trial in January-February 2012, culminating with closing oral arguments in October 2012.<sup>1</sup>

### **IV. JUSTICIABILITY**

After six years of litigation and a six-week bench trial, the State asserted, in its Proposed Findings of Fact and Conclusions of Law, that the Coalition and the named plaintiffs all lacked standing to bring this case. Indeed, nearly *half* of the State's Proposed Findings are preoccupied

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<sup>1</sup> This case was originally assigned to Judge Marvin J. Garbis and was transferred to the undersigned judge on June 25, 2010.

with showing why this suit is non-justiciable. Before reaching the merits of the Coalition's case, the court will briefly address the State's arguments.<sup>2</sup>

While standing is an important jurisdictional requirement under the Constitution, it exists where "any one" member of an association would have standing to sue individually. *See Warth v. Seldin*, 422 U.S. 490, 511-12 (1975); *Retail Industry Leaders Assoc. v. Fielder*, 475 F.3d 180, 186 (4th Cir. 2007) ("Associational standing may exist even when just one of the association's members would have standing."). Thus, so long as one member of the Coalition would have had standing to sue, the Coalition has standing in this case.<sup>3</sup> Consistent with desegregation jurisprudence, *see, e.g., Rogers v. Paul*, 382 U.S. 198, 199 (1965), the State all but directly admits that any one current student at an HBI would have standing to challenge allegedly segregative policies. (*See* Defs.' Findings ¶¶ 51-54, 71, 110.) The founding member of the Coalition has stated, by affidavit, that "students enrolled at Maryland's HBIs have been members of the Coalition throughout the entire duration of this case." (Affidavit of David Burton, ECF No. 367-2, ¶ 3; *see also* Current Student Affidavits, ECF Nos. 367-12, -13, & -14, ¶ 2.)<sup>4</sup> The State has not presented any evidence to rebut this assertion and the court accepts it as fact. Therefore, because any HBI student member of the Coalition would have had standing in this case, the Coalition has standing and the court may proceed to an adjudication on the merits. Furthermore, named plaintiff Muriel Thompson was a current student at Morgan when the case was filed, and the suit could proceed on that basis as well.

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<sup>2</sup> It is surprising and disappointing that the State waited until after trial to raise, in any substantial way, its challenge to the plaintiffs' standing.

<sup>3</sup> The court is not deciding whether the Coalition itself would have organizational standing as well.

<sup>4</sup> Had the State raised this issue at trial, presumably Burton and current student members of the Coalition could have testified to this directly.

The State suggests, however, that even current students at HBIs have not shown a sufficient injury in fact for standing purposes. This argument is entirely without merit. *See, e.g., Allen v. Wright*, 468 U.S. 737, 756 (1984) (“[The] diminished ability to receive an education in a racially integrated school—is, beyond any doubt, not only judicially cognizable but, . . . one of the most serious injuries recognized in our legal system.”). The plaintiffs have alleged that, as current and former students of Maryland’s public HBIs, they were subjected to ongoing segregative policies traceable to the *de jure* era. Their claim directly mirrors the claims in *Fordice* and is obviously justiciable. *See Fordice*, 505 U.S. at 727-28 (holding that the state has an “affirmative duty to dismantle its prior dual university system”). Attendance at an educational institution affected by segregative policies traceable to a prior *de jure* system may constitute an injury, regardless of the institution’s resources or quality. *See Brown v. Board of Ed. of Topeka*, 347 U.S. 483, 495 (1954) (“[I]n the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore . . . the plaintiffs and others similarly situated for whom the actions have been brought are, *by reason of the segregation complained of*, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.”) (emphasis added); *see also Plessy v. Ferguson*, 163 U.S. 537, 562 (1896) (Harlan, J., dissenting) (“The arbitrary separation of citizens, on the basis of race, . . . is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the constitution.”). Thus, if the Coalition demonstrated that any one of its members is subject to ongoing segregative policies traceable to the *de jure* era and attributable to the state, *see Allen*, 468 U.S. at 757, whether they perpetrate segregation “ingeniously or ingenuously[.]” then the Coalition has shown a justiciable injury. *See Cooper v. Aaron*, 358 U.S. 1, 17 (1958) (quotation omitted).

The State's suggestion that the court must look to the "individual circumstances" of the plaintiffs to find an injury in fact is overbroad. (*See* Defs.' Proposed Findings & Conclusions ("Defs.' Findings"), ECF No. 353, ¶ 50.) It is settled law that any traceable vestige of *de jure* segregation must be addressed at every level of public education. *Fordice*, 505 U.S. at 727-28; *see also Fisher v. University of Texas at Austin*, 133 S. Ct. 2411, 2421 (2013) (noting that "[t]he higher education dynamic" does not afford a state more deference where race-based policies are implicated). So long as a student is subject to traceable segregative policies attributable to the state, no court since *Brown* has decided that, notwithstanding such policies, a student's voluntary attendance at a segregated school discharges a state's affirmative duty to dismantle the vestiges of *de jure* segregation affecting that school. *See, e.g., Green v. County Sch. Bd. of New Kent*, 391 U.S. 430, 440-42 (1968) (rejecting "freedom of choice" as a sufficient desegregation plan); *see also Fordice*, 505 U.S. at 729 ("That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system. In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be."). A state's obligation is to dismantle the "sophisticated as well as simple minded modes of discrimination" that are traceable to *de jure* segregation. *See id.* at 729, 733. To the extent the State challenges the Coalition's assertions regarding whether Maryland's HBIs are racially identifiable or whether such identifiability is the effect of state policies traceable to the *de jure* era, those are legal and factual disputes to be decided on the merits. Such questions do not deprive the court of jurisdiction.

Finally, the defendants' mootness claims are without merit. The defendants argue that any plaintiff who was a student at a Maryland HBI has likely graduated, and is no longer subject

to ongoing injury at segregated HBIs, mooting any entitlement to injunctive relief. As explained above, the plaintiffs have demonstrated that both named plaintiff Muriel Thompson and members of the Coalition are *current* students at Maryland HBIs. So long as the Coalition continues to add new members who are current students, this case will not be moot. Because it is not a class action, however, there is a danger that the case will become moot if all the named plaintiffs and members of the Coalition graduate. *See Pasadena City Bd. of Ed. v. Spangler*, 427 U.S. 424, 430 (1976).<sup>5</sup>

## V. MARYLAND’S HBIs ARE RACIALLY IDENTIFIABLE

The parties agree that Maryland operated a *de jure* system of segregated public higher education. The schools identified in this case as HBIs were founded as schools exclusively for black students. Under *Fordice*, a state has not satisfied the requirements of the Civil Rights Act or the Constitution in eradicating the vestiges of *de jure* segregation if “existing racial identifiability is attributable to the State.” 505 U.S. at 728 (“Our decisions establish that a State does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation.”). Today, Maryland’s HBIs remain racially identifiable institutions. White students made up only 5% of the population of Maryland’s HBIs in Fall 2009. (2011 MHEC Data Book, PTX 755, at 16.) Black students were 91% of the population. (*Id.*) At Bowie, black students were 88.4% of the population, while white students were 4.2%. (MHEC Enrollment Information System Data, DTX 398, at 398.4.) At Coppin, black students were 88.2% of the population and white students made up only 1.3%. (*Id.* at 398.6) At UMES, white students were a more significant 13.3% of the population, but black students still made up 77.6% of the student body. (*Id.* at 398.22.) At Morgan, black students were

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<sup>5</sup> The court does not decide now whether and how this case may become moot. The Coalition argues that the issues in this case are “capable of repetition, yet evading review.”

90.7% of the population, while white students were 2.8%. (2011 MHEC Data Book, PTX 755, at 16.) Furthermore, as noted above, the percentage of white students attending HBIs peaked in the mid-1970s. (*See* “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 1). “In 1972, white students attending [HBIs] accounted for over 8% of the total white graduate/professional students attending public campuses statewide. Currently, only 2% of white students pursuing advanced degrees are enrolled at an HBI.” (*Id.*) In 1976, the HBIs reported 18.2% white undergraduate and graduate enrollment. (“Second Annual Desegregation Status Report” (Vol. III, Feb. 1976), PTX 455, at 7). By 2008, the enrollment of white undergraduates at HBIs was 3.35%. (Conrad Demonstrative Exhibits, at 32 (citing HBI Enrollment Data, PTX 740).) The State’s demographer, Dr. Ben Passmore, recognized the precipitous drop in white enrollment at HBIs over the past thirty years. (1/25/12 AM Trial Tr. 12-15 (Passmore).) William Kirwan, chancellor of the University System of Maryland, recognizes that the state’s HBIs “have not been successful at attracting non-African Americans.” (1/24/12 PM Trial Tr. 30 (Kirwan).)

The State argues that the court should adopt a 10% “other race enrollment” threshold for determining whether an institution is racially identifiable, but even if such a threshold were appropriate (an unconvincing proposition given the data show Maryland’s HBIs are, for the most part, overwhelmingly attended by black students), the State has not adduced reliable data suggesting it has met this “desegregation” threshold at its HBIs. Overall, only 7.4% of the students at the HBIs are white, Asian, and Hispanic. (2011 MHEC Data Book, PTX 755, at 16.) Factoring in unknown, foreign, and other race students, the non-black enrollment at the HBIs appears to rise to 13.1%. (*Id.*) However, the State cannot rely on this number because the “unknown” and “other” numbers include students who refused to report their race or wished to

report multiple race groups, according to the State’s demographer. (*See* 1/25/12 AM Trial Tr. 38 (Passmore).) The propriety of including “foreign” students into this analysis is also doubtful, because the federal government “only looks at U.S. citizens when it calculates . . . racial percentages[.]” (1/9/12 AM Trial Tr. 89 (Popovich).)

More importantly, the State’s strict numerical arguments misinterpret its obligations under Title VI and the Constitution. The controlling question is not whether the state has done “enough” to integrate its institutions of higher learning; rather, it is whether the state has “[le]ft in place policies rooted in its prior officially segregated system that serve to maintain the racial identifiability of its universities.” *Fordice*, 505 U.S. at 743. Because the Coalition has demonstrated that Maryland’s HBIs are “racially identifiable,” to the extent the Coalition has proven that this racial identifiability continues to be perpetrated by State policies traceable to the *de jure* era, the State is liable for the continued segregative effects of those policies.

#### **VI. MARYLAND HAS ELIMINATED SOME BUT NOT ALL TRACEABLE *DE JURE* ERA POLICIES AND PRACTICES AS REQUIRED BY *FORDICE***

The court makes no finding in this opinion as to whether the State has met all of its commitments in the 2000 OCR Partnership Agreement, nor is the court suggesting that the State should not continue efforts to better fund Maryland’s HBIs and support their dual mission, regardless of any obligation to do so under Title VI. As already noted, the issues in this case are difficult, and both sides hold sincere beliefs about the State’s successes and failures in supporting the HBIs.

The court can hold the State liable, however, only under the framework articulated in *Fordice*. There, the Supreme Court established a three-step analysis for determining whether a state has discharged its duty to dismantle former systems of *de jure* segregated higher education. *Knight v. Alabama*, 14 F.3d 1534, 1540 (11th Cir. 1994). First, the plaintiff must show that a



“particular policy that has been challenged as segregative is ‘traceable’ to decisions that were made or practices that were instituted in the past for segregative reasons, thus rendering it a vestige of segregation.” *Id.* The *Fordice* Court alternatively described such policies as those that are “derived from,” 505 U.S. at 734, “a continuation of,” *id.* at 738, “rooted in,” *id.* at 743, or that “have as their antecedents,” *id.* at 740, prior *de jure* segregation. While it is not sufficient for the defendants simply to show that current policies are race-neutral, neither is it sufficient for the plaintiffs to show, for example, a present imbalance in resources without identifying a current policy or practice rooted in *de jure* segregation that allegedly causes that imbalance. *See Ayers v. Fordice*, 111 F.3d 1183, 1223 (5th Cir. 1997) (“The district court correctly focused on the traceability of policies and practices that result in funding disparities rather than the traceability of the disparities themselves.”).

Second, if the plaintiff succeeds in showing that a policy or practice is traceable to prior *de jure* segregation, the burden of proof shifts to the state “to establish that it has dismantled its prior *de jure* segregated system.” *Fordice*, 505 U.S. at 739. The state must show that the challenged policies, when considered in combination, *id.*, do not currently have continuing “segregative effects.” *See id.* at 731; *Knight*, 13 F.3d at 1541. Policies with segregative effects are those that “discourage[] or prevent[] blacks from attending HWIs” and those that “discourage whites from seeking to attend HBIs.” *Knight*, 13 F.3d at 1541.

Third, if the state fails to show that policies traceable to prior *de jure* segregation do not have current segregative effects (or if the state chooses to bypass the segregative-effects analysis), it must show that those policies have a “sound educational justification” and cannot be “practicably eliminated.” *Fordice*, 505 U.S. at 731. To show that a policy cannot be “practicably eliminated,” the State must show that its “legitimate educational objectives” could not be

accomplished through “less segregative means.” 505 U.S. at 744 (O’Connor, J., concurring); *see also Knight*, 14 F.3d at 1546 (“Under *Fordice*, a state can be required to change even educationally sound practices where they have been found to be vestiges of segregation with continuing segregative effects. Only where there are no alternative remedies that are practicable and educationally sound is the state defendant relieved of its obligation to remedy the vestiges’ effects.”)

Three allegedly traceable policies of the Maryland system of higher education are at issue in this case: (1) limited institutional missions; (2) operational funding deficiencies; and (3) unnecessary program duplication. As explained below, the Coalition has proven that the State has failed to eliminate the traceable *de jure* era policy of unnecessary program duplication for Maryland’s HBIs. The State has not proven that the current unnecessary program duplication that exists in Maryland at its HBIs does not continue to have segregative effects on Maryland’s system of higher education, nor has it shown that there are sound educational justifications preventing the elimination of this duplication. The Coalition has not proven that any current operational funding or mission related policy or practice, however, is traceable to the *de jure* era, even if Maryland’s HBIs do not have resources or missions equal to Maryland’s TWIs.

#### **A. Mission Setting**

If the State continues to impose more “limited” missions on public HBIs than their TWI counterparts, such mission designations may be traceable policies. *See Fordice*, 505 U.S. at 739-41; *Ayers*, 111 F.3d at 1210-11 (“[T]he mission designations adopted by the [state] . . . effectively fixed the scope of programmatic offerings that were in place at each university during the *de jure* period . . . [p]olicies and practices governing the missions of the institutions of higher learning are traceable to *de jure* segregation and continue to foster separation of the races.”)

(quotation omitted)); *Knight*, 14 F.3d at 1544-46 (affirming district court's finding that the limited missions of Alabama's HBIs are traceable policies and remanding on issue of segregative effects). As explained below, while the mission statements of Maryland's HBIs are in some ways historically linked to their *de jure* era analogs, the Coalition has not demonstrated that the State continues to "effectively fix" the scope of HBI offerings based on their *de jure* era missions, nor does it continue to impose missions on the HBIs, which have independence and flexibility in crafting mission statements.

The Coalition makes three arguments to support its allegation that the current missions of Maryland's HBIs are "limited" by the state as they were during the *de jure* era, and, as a result, that the mission designation of each Maryland HBI is a traceable policy. First, even though Maryland has a current policy granting schools themselves the power to craft their mission statements, and to propose programs to complement those mission statements, MHEC must approve changes. The Coalition argues that the HBIs have been limited by the State in their attempts to expand their historical missions, fixing them to their *de jure* era counterparts. Second, the Coalition argues that mission is "what a university actually does," not simply its formal mission statement or designation, and, thus, that an examination of the actual offerings at the HBIs conclusively demonstrates they are limited relative to their TWI peers. Finally, the Coalition points to examples of TWI mission expansions as evidence that the HBIs are comparatively weaker within the system and continuing to be encroached upon in mission. As explained below, none of these arguments demonstrate that the State's current policies and practices regarding HBI missions are traceable to the *de jure* era.

## 1. Formal Mission Statements or Designations

First, the Coalition does not dispute that it is the institution itself that develops its own mission statement. *See* Md. Code Ann., Educ. § 11-302(a). Instead, the Coalition alleges that MHEC's power to object to mission statements if it determines the proposed statement is inconsistent with the State Plan, § 11-302(d), has perpetuated traceably limited formal mission statements or designations at each HBI. Certainly, MHEC works to coordinate Maryland's institutions through the statewide planning process and to approve mission statements. (1/23/12 AM Trial Tr. 26-27 (Howard); 2/2/12 PM Trial Tr. 54-55 (Blanshan).) MHEC may also make suggestions on ways to improve an institution's mission proposals. (1/4/12 PM Trial Tr. 2-4 (T. Thompson).) Despite this authority, the State currently plays an overall minor role in setting the mission of each institution. (2/6/12 AM Trial Tr. 91 (Blanshan).) The Coalition has identified only one example of a time in which an HBI was refused a mission statement change. A proposed revised mission statement for UMES, which would have expanded its Ph.D. offerings in 5-7 disciplines, was denied in 1999. (Joint MBA Proposal Workgroup, PTX 254, at 108-11.) While MHEC did recommend delaying the UMES expanded mission at that time, it also simultaneously approved an expanded mission statement for Bowie to develop two new applied doctoral offerings. (*Id.*) MHEC also emphasized that UMES's proposed mission change was being delayed due to a failure to document the "need for a separate engineering program or for general authority to offer research doctorates" apart from a collaborative program already underway between UMES and College Park. (*Id.* at 109.) This single example does not demonstrate that the State's mission statement policies and practices are rooted in or a continuation of the mission planning process that limited HBIs during the *de jure* era.

To the contrary, there is ample evidence in the record demonstrating that the State has actively worked to expand the roles of the HBIs since the *de jure* era and to place them on equal mission footing with Maryland's TWIs. The 2009 State Plan repeatedly emphasizes enhancement of Maryland's HBIs as a primary goal for MHEC. (*See, e.g.*, 2009 Maryland State Plan, PTX 1, at 12-13, 30-34.) The 2008 HBI Panel, which was convened in the state planning process to examine ways to make HBIs comparable and competitive with the TWIs, noted that it

should not be lost and is highly significant that the state of Maryland has initiated on its own examination of the specific meaning of the terms comparable and competitive. . . . In doing so, Maryland, on its own, has reached for not only a more specific standard – but a higher and more exacting one, which demonstrates its commitment to strengthening the HBIs and the Maryland system of higher education as a whole.

(Bohanan Commission Report, PTX 2, at 118.) While it may be true that the “past treatment of the [HBIs]” in setting missions, approving programs, funding them, and assessing results, “has had the effect of substantially marginalizing the HBIs[,]” (*id.* at 128), Maryland has maintained a policy of enhancing HBI mission and programming at least since the 1970s in an effort to mitigate the effects of *de jure* discrimination. (*See* 1/9/13 AM Trial Tr. 76-77 (Popovich) (stating that, beginning in the 1970s, the State instituted a strategy (albeit not completely effective) of “enhanc[ing] the historically black schools through program development”).) In short, Maryland's continued efforts to ensure its HBIs are comparable and competitive in terms of mission are commendable in light of past discrimination, and the Coalition has not demonstrated that the State's mixed success in these efforts constitutes a traceable policy or practice perpetuating “limited” missions at the HBIs.

## **2. “Mission” as Program**

Second, beyond formal mission statements or designations, the Coalition argues that the HBIs are functionally limited in mission, based on their actual offerings and capacity. This

argument relies on one of the Coalition's expert's, Dr. Walter Allen's, broader view that the "mission" of a university is not just its formal designation in the system but also what it "actually does . . . in terms of the major kind of activities associated with institutions, academic, the public service, their teaching, functions." (2/8/12 PM Trial Tr. 3 (Allen).) While a broader definition of "mission" may be useful in other contexts, it is not helpful for the purpose of assessing the Coalition's traceability allegations, because it conflates policies associated with the State's formal mission planning process with each individual programmatic decision made by the State or the institutions themselves. Nevertheless, even under this broad definition of "mission," Dr. Allen did not suggest that the alleged mission limitations imposed on the HBIs are a product of any direct State policy or practice regarding mission; rather, he argued that the HBIs' mission limitations have been caused "by historical factors and also factors of the kinds of resources that are in place to allow implementation of that set of mission statements." (*Id.*) Thus, the Coalition identified no traceable policy or practice specifically controlling HBI "missions" that the State must eliminate, even if the HBIs "do" less than their TWI peers.

The Coalition's broad mission arguments are not entirely irrelevant, however. They relate to relative program uniqueness and competitiveness, and to that extent some of the evidence the Coalition introduced related to "mission" illustrates, as detailed in Part VI.C *infra*, the need for the State to eliminate unnecessary program duplication. For example, the 2000 OCR Partnership Agreement suggests that expansion of HBI "missions" is a necessary step towards desegregation. (OCR Partnership Agreement, PTX 4, at 36-37.) The agreement demonstrates not that any current statewide mission assignment process must be changed, but that mission expansion may be one effective remedy for unnecessary program duplication that increases the racial identifiability of the HBIs by making them less competitive in attracting other race students.

Similarly, in a 2005 document assessing the Partnership Agreement, the four HBI presidents noted the need to “expand HBI missions[,]” but they characterized this need as a way to reverse the systematic erosion of the “uniqueness in missions and programs between HBIs and TWIs.” (Report on the OCR Partnership Agreement (March 28, 2005), PTX 13, at 3, 8.) The letter emphasized the need for HBIs to “offer attractive academic programs without undue duplication at nearby campuses.” (*Id.* at 9.)

Indeed, MHEC itself has recognized that “[m]ission creep” is a problem across the state’s institutions of higher learning, undermining the competitiveness and uniqueness of each institution, not because the state’s mission-assignment policies need to be reformed, but because the state is accepting “program proposals exceed[ing] the boundaries of [institutional] missions.” (MHEC “Review of Mission Statements” (January 11, 2012), PTX 866, at 19.) As explained below, because the HBIs are already disproportionately affected by excessive duplication of their offerings, this mission creep harms the HBIs significantly more than the TWIs. Thus, the court recognizes the struggles of the HBIs to compete with the TWIs in program offerings, but finds that no current mission-related policy or practice is traceable to the *de jure* era. Rather, it is because the state has allowed its “institutions of higher education to be reactive to [the] pursuit of prestige[,]” (1/23/12 AM Trial Tr. 73 (Howard)), that the state has failed to adequately recognize and support the mission potential of its HBIs. Accordingly, evidence of HBI/TWI programmatic imbalance is better assessed in the context of unnecessary program duplication, not separately as a traceable “mission” related policy or practice.

### **3. TWI “Mission” Expansion**

Finally, and relatedly, the Coalition points to “mission” expansions at regionally proximate TWIs as evidence that the State continues to undermine HBI competitiveness, but



such arguments are again better assessed in the context of unnecessary program duplication and a lack of unique, high-demand programs at HBIs, *not* as State policies concerning HBI missions themselves. For example, Morgan is identified as “the State’s public urban university,” Md. Code Ann., Educ. § 14-101(b), but Towson’s mission statement identifies it as “the State’s metropolitan university.” (“Towson at a Glance” (2010), PTX 100, at 1.) MHEC approved Towson’s new mission statement in 2005-2006, touting itself as the state’s “metropolitan” university, over the objection of Morgan, which argued that “urban” and “metropolitan” are too similar. (*See* Letter from Morgan President Richardson to MHEC (December 9, 2005), PTX 287, at 1; MHEC “Mission Statement Review” (February 2006), PTX 763, at 34; 1/12/12 AM Trial Tr. 96-98 (Richardson).) While this potential overlap in mission is confusing, it is *not* evidence that Morgan’s mission statement is “limited” by a traceable state policy. To the contrary, Morgan is benefited by its mission designation. (*See* 1/9/12 AM Trial Tr. 77-78 (Popovich) (recognizing some of the programmatic offerings at Morgan related to its “urban” mission). The Coalition’s proven concern is not that any state policy “limits” Morgan in mission, but rather that Towson’s new mission statement may perpetuate unnecessary duplication of programs always available at Morgan through expanding thematically similar program offerings.

Similarly, the Coalition argues that the approval of an expanded master plan for the University of Baltimore, turning it into a fast growing institution, has harmed the competitiveness of the HBIs. UB began as primarily a graduate and upper division institution, (*see* 1/30/12 AM Trial Tr. 53-54 (Bogomolny)), but since the 1990s the state has allowed UB to increasingly expand its offerings to four-year undergraduates. (*See* Joint MBA Proposal Workgroup, PTX 254, at 108; 1/24/12 AM Trial Tr. 63-66 (Kirwan); UB Strategic Plan (2008-2012), PTX 917, at 4; 1/30/12 AM Trial Tr. 61-62 (Bogomolny).) The “mess in Baltimore,”

(Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 31; 1/5/12 AM Trial Tr. 94-95 (Popovich)), that has resulted from the State's expansion of UB and other Baltimore regional TWIs is again a problem of duplication, however, not any identified policy that "limits" HBI missions.

Thus, the Coalition's "mission" argument, as it relates to the relative strength of the program offerings at the HBIs and TWIs, in terms of demand and uniqueness, is better addressed in the analysis of unnecessary program duplication as a traceable policy. Otherwise, the Coalition has not proven the State must eliminate any traceable policy or practice related to the HBI missions themselves.

#### **4. The "Dual Mission" of the HBIs**

Similarly, the Coalition has suggested that the HBIs' so-called "dual mission" of educating both adequately prepared and underprepared college students persists as a traceable policy of the *de jure* era imposed on the HBIs by the state. The 2008 HBI Panel described this "dual mission" in detail as follows, and the court adopts the Panel's description as the definition of the term "dual mission":

[T]he mission of the HBIs in providing an undergraduate degree is substantially different and more challenging than that of the TWIs. HBIs historically and into the future have a dual mission. They are committed to the traditional mission of any institution of higher education to provide a quality educational experience and guide students to the attainment of an undergraduate degree. HBIs in the State of Maryland also have their mission to address the educational needs of students who come from families with traditionally less education and income and who are often under prepared as a result of their circumstances—not their abilities—for college level work. Helping these under prepared students earn a bachelor's degree is central to the HBI mission. This function for the HBIs is disproportionately more important than in the TWIs.

("Report to the Maryland Commission to Develop the Maryland Model for Funding Higher Education" (November 11, 2008), PTX 3, at 8.)

While this “dual mission” certainly has roots in the *de jure* era origins of Maryland’s HBIs, which were historically tasked with educating students underprivileged by virtue of racial discrimination and economic oppression, the HBIs themselves have embraced this ongoing mission of providing educational opportunities for students of all abilities and backgrounds in Maryland. (See, e.g., 1/30/12 PM Trial Tr. 53-54 (Treasure); 1/3/12 PM Trial Tr. 65-66 (Wilson); 1/4/12 AM Trial Tr. 36-39 (Wilson); 1/4/12 AM Trial Tr. 86-90, 99-100 (Thompson).) Dr. David Wilson, the president of Morgan, spoke most eloquently on this topic in response to the question of whether Morgan could “reject” the “dual mission”:

I guess I would respond to that . . . with a question, and the question would be why would our university want to move away from addressing critical problems in the City of Baltimore that stand in the way of the State’s competitiveness? It just seems to me that there is opportunity for the State at Morgan to grow this institution in a way that will help this city and help this region to prosper. So I would find it troubling if then the State said we know that there are K through 12 challenges in the city, we know that there are underperforming businesses in the city, we know that there is a high crime rate in the city, we know that the incidence of diseases, public health issues is very high, and we have an institution here that has been missioned appropriately to address that, but we do not want it addressed. I would find that to be very, very troubling.

(1/4/12 AM Trial Tr. 39 (Wilson).) The Coalition did not adduce evidence that the State imposes the duty of educating less prepared students solely on the HBIs or that the HBIs’ sustained commitment to this part of their history constitutes a continuation of a *de jure* era State policy or practice mandating as much. (See 2/1/12 AM Trial Tr. 51 (Newman).)<sup>6</sup>

Thus, the HBIs’ “dual mission” of educating students with more financial or academic needs, even if it is a “continuation” of the role the HBIs played during the *de jure* era, cannot be

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<sup>6</sup> In fact, because Coppin has an unfortunately low graduation rate, a recent report, conducted by a committee of Coppin alumni and State officials, recommended that the school take steps to change its “open-door” admissions policy and to focus on admitting more transfer students. See *Tough love for Coppin*, Baltimore Sun, May 19, 2013, <http://www.baltimoresun.com/news/opinion/editorial/bs-ed-coppin-20130519,0,5666052.story>.

said to be a “traceable” policy or practice of *de jure* segregation attributable to the State or somehow in need of elimination. As Justice Thomas’s concurrence in *Fordice* emphasizes, it is not a state’s constitutional obligation—nor should it be—to erase a school’s history or actively take steps to undermine an institution’s own commitment to maintaining its legacy within the community. *See Fordice*, 505 U.S. at 747-49 (Thomas, J., concurring). Taken to its logical extreme, the Coalition’s arguments regarding the “dual mission” could require fundamentally altering the HBIs’ self-determined identity and purpose, and such a result would be neither preferable nor constitutionally sanctioned.

### **B. Operational Funding**

During remand proceedings after *Fordice*, the Fifth Circuit reiterated that, although the “private plaintiffs appear[ed] to advocate enhancement of the HBIs in order to rectify the detrimental effects of past de jure segregation, without regard to present policies and practices. . . . The Supreme Court expressly rejected the proposition that the State’s duty to dismantle its prior de jure system requires elimination of all continuing discriminatory effects.” *Ayers v. Fordice*, 111 F.3d at 1210 (citing *Fordice*, 505 U.S. at 730 n.4 (“To the extent we understand private petitioners to urge us to focus on present discriminatory effects without addressing whether such consequences flow from policies rooted in the prior system, we reject this position.”))). Emphasizing this distinction between traceable policies and effects, the Fifth Circuit affirmed the lower court’s holding that, despite a resource disparity that flowed from the *de jure* era, Mississippi’s funding formula was not itself a traceable policy. *Id.* at 1221-24. The court found that the funding formula was not traceable because it was sufficiently disconnected from Mississippi’s prior mission-based funding policies:

Unlike the previous formula, which allocated funds based on mission designations, the present formula allocates funds as a function of the size of each

institution's enrollment, faculty, and physical plant. While the formula responds to conditions that to a significant degree have resulted from the mission designations (and consequently results in the [T]WIs receiving a greater proportion of funds), the manner in which the formula does so is guided by valid educational concerns and is not linked to any prior discriminatory practice.

*Id.* at 1224.

Conversely, the district court in *Knight* determined that Alabama's funding formula was an extension of its past funding practices, and concluded that "although [Alabama] ha[d] funded [its HBIs] better than the other state institutions for at least the last twenty-five years, such funding ha[d] not yet put those institutions in the place they would have been but for their black heritage and the *de jure* system." 900 F. Supp. at 307-09. The court emphasized (quoting its earlier findings) that "[t]he advantage of [Alabama's] formula to those . . . institutions having the more complex curricula [was] extraordinary" and that the same elements of the funding formula that harmed HBIs during the *de jure* era had never been addressed. *Id.* at 309.<sup>7</sup> Thus, a state's funding formula is a traceable policy only if it is rooted in or a continuation of the funding practices that disadvantaged HBIs during the *de jure* era.

### 1. Maryland's Funding Formula

Prior to 1990, the Maryland State Board of Education used a rote funding formula with a number of factors, including attendance, program offerings, and research, including library volumes and gross square feet of facilities, to set the funding levels of each state institution.

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<sup>7</sup> The district court's opinion in *Knight* is sometimes difficult to parse, given it combines findings that were originally rendered prior to *Fordice* with those reached after the opinion was vacated and remanded by the Eleventh Circuit. Though the court pointed to the structural problems with Alabama's funding formula that perpetuated segregation, the *Knight* opinion may also be read to suggest that the effects of past funding inequities must be remedied even if the state has since fixed its funding practices and they are no longer traceable to the *de jure* era policies that caused the inequities. To the extent that *Knight* held as much, this court concludes that such a holding is inconsistent with *Fordice*, which expressly states that a state is only liable for inequities that flow from current "policies rooted in the prior system[.]" *Fordice*, 505 U.S. at 730 n.4.

(1/31/12 PM Trial Tr. 82-83 (Newman).) After the state's major restructuring of higher education in 1988, the old funding formula was discontinued by 1990, and institutions were funded on a school-by-school basis, primarily based on full-time equivalents ("FTE"), until 1998 state legislation was passed directing MHEC to develop formal funding guidelines. (*Id.* at 86-87.) "Consistent with the goal that Maryland . . . attain national eminence for its system of higher education[.]" the Larson Commission, which was charged with recommending reforms for the USM in 1998, recommended a "peer-based funding guideline method" that would use comparator institutions to set funding goals for each institution. (*Id.* at 87.) A work group was assembled to create peer-based guidelines, and the resulting process the group developed, (Funding Guidelines Interim Report (August 1999), DTX 88, at 88.31), was subsequently adopted. (1/31/12 PM Trial Tr. 85-86 (Newman).) This process continues to govern MHEC's budget analysis and appropriations recommendations for the funding of Maryland's institutions of higher learning. (2/1/12 AM Trial Tr. 22 (Newman).)

In their current form, the guidelines use groups of "peer" institutions as benchmarks for setting institutional funding goals. (Funding Guidelines Interim Report (August 1999), DTX 88, at 88.39.) The process begins with the Carnegie Foundation for the Advancement of Teaching's classification for each institution. (1/31/12 PM Trial Tr. 88 (Newman).) In general, the Carnegie classification for each school is used to find 50 to 60 peer institutions. (*Id.* at 88-89.) Maryland's HBI peer selection process is subject to a variation (originally "Variation Six," currently, "Variation 4-A") that was designed to ensure "an HBI's peer group wouldn't be too heavily weighted with HBIs as peers." (*Id.* at 92-93; *see also* Funding Guidelines Interim Report (August 1999), DTX 88, at 88.37; Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 1-2.) Then, the funding for each peer institution is assessed and a target

funding level at the 75<sup>th</sup> percentile of those peer groups is calculated for each Maryland institution. (1/31/12 PM Trial Tr. 89 (Newman); *see also* Toutkoushian Expert Rep., PTX 324, at 12.) The state then sets appropriations based on the difference between expected tuition revenue and the overall funding target. (Toutkoushian Expert Rep., PTX 324, at 12.)

Not unexpectedly, the selection of peer comparator institutions has, at times, been controversial. Because of its designation as Maryland's "flagship" campus in 1988, (2/8/12 AM Trial Tr. 5-6 (Toutkoushian)), UMCP was "allowed to look at five aspirational peers" which were institutions that UMCP "want[ed] to emulate in performance and funding and resources" that "may perform and receive more funds and perform in certain indicators at a higher level than the Maryland institution." (1/31/12 PM Trial Tr. 91-92 (Newman).) A 2001 "Revitalization Study" of Coppin recommended Coppin also be allowed to use an aspirational peer group, rather than its current funding group, but that recommendation has not been implemented. (Final Report on the 2001 Coppin Revitalization Study (August 22, 2011), PTX 810, at 63 (also recognizing that Coppin's funding "increased by 98%" from 2001-2011, three times the average USM institution, and that Coppin is "now funded at 101% of the USM funding guidelines").)

At the time the guidelines were adopted, Morgan argued that its unique characteristics as an HBI and an urban research institution made peer selection difficult. (1/31/12 PM Trial Tr. 94 (Newman).) MHEC agreed and allowed Morgan to extend the deadline to determine a peer group. (*Id.*) Ultimately, Morgan was not satisfied with its initial peer group when it was set for fiscal year 2002. (*Id.* at 95.) UMES was also not satisfied with its peer group in light of its history as an 1890 land grant institution, and UMES was allowed a variation related to its research functions that led to the selection of a new peer group, in 2003 or 2004, that satisfied the school's concerns. (*Id.* at 95-96.)



Following 2005 changes to the Carnegie classification system, in 2008 MHEC conducted a re-selection of peers. (Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 1.) Three TWIs—UMBC, Towson, and UB—submitted revised peer group proposals that MHEC accepted. (*See id.* at 2-5; 1/31/12 PM Trial Tr. 98-104 (Newman); 2/1/12 AM Trial Tr. 5-7 (Newman).) Morgan also submitted a proposal that included ten institutions as a peer group, with no persuasive rationale, and MHEC rejected that proposal. (Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 6.) However, MHEC entered into discussions with Morgan and accounted for the school’s concerns regarding funding in selecting a new group of 18 peers. (*See* 2/1/12 AM Trial Tr. at 8-19 (Newman).) Morgan did not agree with the peer group MHEC ultimately adopted for the institution, (*id.* at 19), but the new peer group resulted in an increase in the funding guidelines (nearly \$10 million in additional recommended appropriations for FY2010 over FY 2009). (Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 7.)

Importantly, the funding guidelines are not determinative of the actual funding that institutions will receive. The guidelines function as a “benchmark for reference for the Governor and the General Assembly to consider as they are moving forward with their budget recommendations, their budget decisions.” (2/1/12 AM Trial Tr. 22 (Newman).) The actual appropriations process begins at the institutions themselves, which are tasked with developing a budget request, with direction from the State Department of Budget and Management, that is then submitted to the Department and to MHEC. (*Id.* at 20; *see also* 1/31/12 AM Trial Tr. 6-7 (Vivona).) MHEC analyzes the budget requests and ensures they are meeting all of the State’s overall priorities, and it uses the funding guidelines “in [its] analysis of the budgets, the state appropriations levels . . . , and comments on where the attainment is coming in, how the state is

doing in reaching that aspirational funding level[.]” (2/1/12 AM Trial Tr. 21-22 (Newman).)

Thus, current operational funding levels at Maryland public universities are derived from collaboration among the Governor, the General Assembly, the institutions themselves, the State Department of Budget and Management, and MHEC, and no single set of guidelines is determinative of institutional funding levels.

## 2. HBI Funding Today

In light of the recent history of Maryland’s higher education funding process, while it may be true that the HBIs are at a “competitive disadvantage” with TWIs because of past discriminatory treatment, (*see* Bohanan Commission Report, PTX 2, at 119), the Coalition has not demonstrated that Maryland’s current funding practices or policies are traceable to the *de jure* era. Structurally, the current funding formula is entirely different from any of Maryland’s prior funding policies or practices; functionally, the current formula has not disadvantaged the HBIs or provided them any less state-controlled funding than the TWIs.

First, and most importantly, under the current funding formula, Maryland’s HBIs are not “underfunded” by the State, relative to the TWIs. (*See* 2/1/12 PM Trial Tr. 59 (Lichtman) (“[F]rom 2001 through 2010 . . . [t]here’s virtually no difference in the mean State appropriation plus enhancements per FTE for this 10-year period for all the HBIs compared to all the non-HBIs, even with the driver of College Park[.]”).) Including College Park, which has received a tremendous amount of funding since it was christened Maryland’s flagship university, between 1984-2010, Maryland’s HBIs received \$84,621,000 in state appropriations and enhancement funds above what they would have received if these funds had been distributed to all Maryland institutions in proportion to their student enrollment. (*Id.* at 52-54.) Today, Maryland appropriates nearly an equal amount of funding per full-time student at HBIs and TWIs (with

slightly more funding per-FTE going to the HBIs). (*Id.* at 45-46; Lichtman Demonstrative Exhibits, DTX 405, at 17.)<sup>8</sup>

The Coalition suggests that because of their relatively low enrollments, (*see* MHEC Enrollment Figures, DTX 65q, at 6-7), per-FTE funding comparisons do not adequately take into account the “economies of scale” that benefit larger institutions. (*See* MHEC “Consolidated Budget & Fact Book” (1990), PTX 437, at 11; 1/17/12 PM Trial Tr. 67-68, 73-74 (Toutkoushian); 1/25/12 PM Trial Tr. 50 (Dudley-Eshbach).) While there may be no academic consensus on whether economies of scale exist in higher education, (2/2/12 PM Trial Tr. 10 (Lichtman)), it is likely that some efficiency is gained by increasing enrollment, such that per-FTE funding does not wholly represent the adequacy of an institution’s funding. Nevertheless, Maryland’s funding formula partially takes account of economies of scale because it sets funding targets for the HBIs by selecting peers based on, among other factors, head count and degrees awarded. (Funding Guidelines Interim Report (August 1999), DTX 88, at 37.) Thus, because the HBIs are funded at or above their peer-based funding targets, (*see* Toutkoushian Demonstrative Exhibits, PTX 855, at 46), they are funded adequately compared to similar institutions. In other words, if there are economies of scale in higher education, Maryland is failing to take account of them only as much as the HBIs’ peer institutions do, not because of any policy or practice traceable to the *de jure* era.

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<sup>8</sup> In its rebuttal to the State’s findings of fact, the Coalition appears to challenge the data (headcount versus credit hour FTEs) upon which Dr. Lichtman relied for some of his calculations, acknowledging that Dr. Lichtman used the data on which its own expert, Dr. Toutkoushian, initially relied. Dr. Lichtman pointed out the problems with this data during his testimony, however, (*see* 2/1/12 PM Trial Tr. 54-55 (Lichtman)), and the court finds that his calculations were reasonably reliable, even if he had to rely on some less persuasive data in rebutting Dr. Toutkoushian’s analysis.

Second, even though Maryland's funding formula arguably takes mission and programs, which are linked to an institution's history, into account through the Carnegie peer selection process, the funding formula is neither based in nor derived from Maryland's *de jure* era funding practices. As described above, Maryland's current funding formula involves a recently developed target-setting process, and it expressly accounts for the unique characteristics of Maryland's HBIs to ensure that peer groups for the HBIs are not limited to other HBIs. MHEC has also worked, when necessary, to ensure HBI peer groups accurately reflect specific institutional funding concerns. (See 1/31/12 PM Trial Tr. 94-96 (Newman); 2/1/12 AM Trial Tr. 8-19 (Newman).) The Coalition adduced no evidence linking the current funding formula to *de jure* era policies and practices. Even if past iterations of Maryland's funding formula resulted in discriminatory appropriations for Maryland's HBIs, there is no evidence that the *current* process employed by the State is in any way traceable to any such *de jure* era funding practice or policy. The Coalition's expert, Dr. Toutkoushian, focused on an elaborate calculation of alleged "cumulative deficiencies" present in the HBIs because of past funding discrimination, (see Toutkoushian Expert Rep., PTX 324; Toutkoushian Supp. Expert Rep., PTX 325; Toutkoushian Rebuttal Demonstrative Exhibits, PTX 1029, at 20), but even if such resource deficiencies can be quantified, they are a remnant of past discrimination, not the result of any ongoing traceable policy or practice as required under *Fordice*.<sup>9</sup> The Coalition also presented substantial evidence about alleged deficiencies in the HBIs' physical plants, but, as the court previously determined at

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<sup>9</sup> In the past few years, Maryland's HBIs have not stagnated in resources. For example, Coppin recently announced it was developing a state-funded \$80 million science center. Steve Kilar, *Science center may help Coppin close the gap*, Baltimore Sun, May 3, 2013, at 1. UMES has also announced the acquisition of an agricultural research farm, through a \$1.55 million federal grant. *UMES acquires farm for agricultural research*, The Star Democrat, April 26, 2013, [http://www.stardem.com/news/state\\_news/article\\_724cd612-ae93-11e2-a6d4-0019bb2963f4.html](http://www.stardem.com/news/state_news/article_724cd612-ae93-11e2-a6d4-0019bb2963f4.html).

summary judgment that no traceable policy for capital funding exists, such deficiencies would be relevant only if they were linked to traceable policies related to operational funding, which has not been shown. Accordingly, the State is under no legal obligation to change its current funding formula or appropriations practices.

### **3. Other Allegedly Traceable Funding Policies and Practices**

The Coalition makes a variety of other arguments related to funding, but none specifically identify any policy or practice that is traceable to the *de jure* era. Overall, the Coalition adduced a substantial amount of evidence showing that Maryland's HBIs struggle financially more than its TWIs because of many factors outside of State control, such as lower tuition revenue, (*see, e.g.*, 2/8/12 AM Trial Tr. 66-67 (Toutkoushian)), insufficient fundraising capacity, (*see* 1/17/12 PM Trial Tr. 42-43 (Kaiser)), and difficulty in attaining external grants, (1/12/12 AM Trial Tr. 36-37 (Robinson).) While these characteristics may have a serious effect on the fiscal health of the HBIs, they are, at most, effects of past discrimination, not current policies or practices attributable to the State. In fact, the state has put policies in place to address these disparities. For example, the State's funding practices recognize and compensate for lower tuition revenue, and the state has also taken steps to avoid reducing HBI budgets where other budget cuts have been required due to the state's overall fiscal health. (1/31/12 AM Trial Tr. 17-21, 35, 48-53 (Vivona).) Even facing the economic downturn, state financial support for the HBIs grew by 82.5%, compared to only 43.3% for TWIs, between 2000-2012 (excluding outlier TWIs). (1/30/12 PM Trial Tr. 66-67 (Treasure).)

Furthermore, the HBIs' "dual mission" does not require additional funding beyond what the HBIs already have received in enhancement funding from the state. As explained above, the "dual mission" of Maryland's HBIs is important and laudatory, but it does not follow that the

State's alleged failure to devote specific resources towards funding for the dual mission is traceable to the *de jure* era. While it may be wise or prudent for the State to devote additional resources to funding remediation at the HBIs, (*see* Bohanan Commission Report, PTX 2, at 11), because the dual mission is not imposed on the HBIs by the State and is not otherwise a traceable policy or practice, *see supra* Part VI.A.4, the State has no obligation under *Fordice* to directly fund remedial education.

Similarly, the Coalition has failed to prove that the State's failure to provide mandatory state funding of UMES's land-grant programs, (*see* 1/5/12 PM Trial Tr. 10-11 (Neufville); 1/4/12 PM Trial Tr. 42-43 (T. Thompson)), is a traceable policy or practice. In order to receive federal funding for such programs, an institution must provide 1:1 matching dollars. ("Triennial Report on Status of Agricultural Programs at UMCP and UMES" (June 1, 2011), PTX 875, at 3.) The State provides College Park with an excess of funding to meet this match, (*see* 1/5/12 PM Trial Tr. 10-11 (Neufville)), but UMES must use general fund dollars to support such programs and receive the federal funding, (*see* ("Triennial Report on Status of Agricultural Programs at UMCP and UMES" (June 1, 2011), PTX 875, at 3.) Nevertheless, at present, UMES is able to receive its full federal match, (*id.*), and the disparity in state funding for the specific agricultural research and extension land-grant programs between UMES and College Park is a function of College Park's designation as the state's "flagship" and UMES's need to allocate state funding to other programs.

Finally, the Coalition suggests that the designation of College Park as a "flagship" was improper, because that policy created an unaddressed funding imbalance between College Park, a TWI, and the HBIs. (*See* 2/8/12 AM Trial Tr. 5-6 (Toutkoushian).) Preliminarily, the State demonstrated that there are compelling educational justifications for creating a "flagship." Not

only does a flagship serve as the state's educational representative on the national and international stage and as an anchor for the rest of the USM in terms of research output, faculty, and competitiveness with other public and private universities, but a flagship also allows Maryland to more efficiently leverage resources among all of its institutions by offering a diverse array of graduate degrees independently and through institutional partnerships. (1/23/12 PM Trial Tr. 41-45 (Kirwan).) Such partnerships exist across the system and benefit TWI and HBI students alike. (*Id.*) Even if it were somehow improper for the State to have designated a TWI as a "flagship," the State demonstrated that no funding imbalance actually exists: the HBIs are still funded comparably to the State's TWIs, even including College Park. (2/1/12 PM Trial Tr. 58-60 (Lichtman); Lichtman Demonstrative Exhibits, DTX 405, at 19; *see also* Lichtman Reply Expert Rep., DTX 64B, at 13-14; 2/1/12 PM Trial Tr. 48 (Lichtman) (noting that, not including College Park, the HBIs have been funded considerably more generously over the past decade than the TWIs).)

In short, while the Coalition adduced an abundance of evidence demonstrating that Maryland's HBIs face challenges that stem from direct and indirect historic discrimination, economic stratification, and pre-K-12<sup>th</sup> grade educational inequity, the Coalition has not proven that the State continues to employ any funding policy or practice that is traceable to the *de jure* era that must be eliminated. The court applauds Maryland's acknowledgment in the 2009 State Plan that "[s]ubstantial additional resources are needed to ensure the State's public HBIs with their dual missions are comparable to Maryland's TWIs[.]" (2009 Maryland State Plan, PTX 1, at 32), but there is no basis to hold Maryland legally liable for any failure to provide such additional funding to the HBIs.



### C. Unnecessary Program Duplication

On the other hand, unnecessary duplication of academic programs at HBIs and non-HBIs “was part and parcel of the prior dual system of higher education—the whole notion of ‘separate but equal’ required duplicative programs in two sets of schools—and . . . present unnecessary duplication is a continuation of that practice.” *Fordice*, 505 U.S. at 738. Given the multitude of regionally proximate institutions in Maryland, convincing expert analysis of the state of program duplication throughout Maryland, and the recognition of several State officials of the historic problem of program duplication, the Coalition has proven that unnecessary program duplication continues in Maryland, to the detriment of its HBIs, and is traceable to the *de jure* era. (*See, e.g.*, Assistant Attorney General’s Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 3 (“[B]ecause the unnecessary duplication of programs was a means by which Maryland operated a segregated system of higher education, the law will presume that the continuation of this practice will perpetuate conditions indicative of the former dual system and foster segregation . . . Any proffered justifications for maintaining a remnant of the prior dual system will be carefully scrutinized . . .”); 1/11/12 AM Trial Tr. 50 (Former MHEC Chairman Oliver) (“**Q:** Did you also agree that approval of the MBA program would be a continuation of Maryland’s policy or practice of program duplication? **A:** Yes.”); 90 Opinions of the Maryland Attorney General 153 (2005), PTX 698, at 19 (“There is no doubt that Maryland operated *de jure* segregated public higher education programs before 1969 when OCR found the State in violation of Title VI, and that some policies, such as program duplication at geographically proximate schools, are traceable to that era.”).)

## 1. Current Unnecessary Duplication

Dr. Clifton Conrad, the Coalition's expert on unnecessary program duplication, is the nation's preeminent scholar on this issue, having served as a testifying expert and conducted similar duplication analyses for OCR in *Fordice* and its progeny. As adopted by the Supreme Court in *Fordice*, Dr. Conrad's definition of "unnecessary duplication" is "those instances where two or more institutions offer the same nonessential or noncore program. Under this definition, all duplication at the bachelor's level of nonbasic liberal arts and sciences course work and all duplication at the master's level and above are considered to be unnecessary." 505 U.S. at 738; (*see also* 1/10/12 AM Trial Tr. 54 (Conrad).) Dr. Conrad explained that, in conducting his analysis of program duplication in Maryland, he relied primarily on the "CIP method," which involves classifying higher education programs uniformly and then comparing the program offerings at Maryland's various institutions, (1/10/12 AM Trial Tr. 55 (Conrad)), but that he confirmed the results of his CIP analysis with an independent evaluation of each school's program offerings, (*see* Conrad. Supp. Expert Rep., PTX 72.)

Based on Dr. Conrad's analysis, the court finds that, statewide, 60% of the noncore programs at Maryland's HBIs are unnecessarily duplicated, compared with only 18% of Maryland's TWIs' noncore programs. (Conrad Expert Rep. III, PTX 71, at 84-85.) Regionally, 38% of Baltimore area HBI programs are unnecessarily duplicated, but unnecessary program duplication is not a problem on the Eastern Shore, where only 9% of UMES' programs are regionally duplicated. (*Id.*, as modified by correspondence on Jan. 29, 2012 (ECF No. 298), Table 5.)<sup>10</sup> Today, Maryland's TWIs have a total of 296 unique, non-core programs, for an

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<sup>10</sup> The 38% figure represents a more conservative determination of the scope of program duplication in the Baltimore region than Dr. Conrad initially found (59%) because it excludes UMCP and UMUC (Maryland's online university). The Coalition vigorously argues that UMCP

average of 42 programs per institution. (Conrad Expert Rep. III, PTX 71, at 114.) On the other hand, Maryland's HBIs only have 44 unique programs, in total, for an average of only 11 per institution. (*Id.*) Duplication also varies somewhat depending on degree level: for example, the TWIs have six times as many unique masters programs as the HBIs, but over thirteen times as many unique doctoral programs, in part because of UMCP's central role as Maryland's flagship research university. (*Id.*) More importantly, Maryland's HBIs offer only 11 non-duplicated, high-demand, noncore programs, compared with 122 such programs at TWIs, for an average of 17 per TWI and only 3 per HBI. (*Id.*) Unique, high-demand programs are a key reason white students attend HBIs in other states, and, without them, HBIs "are identified by their racial history as opposed to [their] programs." (Conrad Expert Rep. II, PTX 70, at 5 ("[I]n order for desegregation to occur at [H]BIs . . . [H]BIs must offer programs not offered at TWIs."); *see also* 1/18/12 AM Trial Tr. 88-89 (Allen).) Dr. Conrad's duplication findings are comparable to, and in some cases more pronounced than, the duplication found in Mississippi during the *Fordice* remand proceedings that held the state liable for failing in its desegregation efforts. *See Ayers*, 111 F.3d at 1218; (Conrad Demonstrative Exhibits, at 82 (noting that Mississippi was found to have 40% undergraduate unnecessary program duplication and 25% at the graduate level).) The court agrees with Dr. Conrad's conclusion, in light of this data, that Maryland continues to have

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and UMUC should be included in this analysis because 2011 student enrollment data shows that these institutions draw their largest student enrollments from the same four counties as the other Baltimore schools, (*see* University System of Maryland Data Journal (2010-2011), PTX 934, at 25-26 (for example, nearly the same number of undergraduates from Baltimore County went to UMCP as to UMBC)), and MHEC's own demographer testified at trial that UMUC and UMCP have a statewide draw, (1/25/12 AM Trial Tr. 67 (Passmore) (**Q:** What other schools in the public system draw from Baltimore and the surrounding areas heavily? **A:** Coppin, Towson, UB, UMBC, UMB – College Park draws from everywhere or anywhere – and UMUC . . . .).) Nevertheless, because, as the Coalition has proven, the 38% duplication, combined with the lack of unique, high demand programs at the HBIs, is traceable and has segregative effects, the court will recognize the 38% figure as the minimum, proven amount of proximate duplication in the Baltimore region.

a “dual structure of higher education” which is “a structure in which there is a substantial amount of unnecessary or non-essential program duplication between TWIs and [H]BIs, and there is not meaningful program uniqueness at both sets of institutions.” (1/10/12 AM Trial Tr. 49, 73-75 (Conrad) (“So the [TWIs] on balance have a far greater institutional identity. No wonder they have been desegregated. . . . While, again, on the other hand, there is nothing that really distinguishes [the HBIs] . . . programmatically.”).) As explained below, this dual system is traceable to the *de jure* era and it prevents the HBIs from attracting non-black students, perpetuating the racial identifiability of the HBIs.

## 2. Traceability of Unnecessary Duplication

The State argues that Dr. Conrad’s analysis should be disregarded because there is also duplication between TWI institutions. According to the State, the duplication that Dr. Conrad found “is not the result of a policy or practice traceable to *de jure* segregation but must be attributable to something else.” (Defs.’ Opp. to Pls.’ Findings, ECF No. 366, at 26.) This argument is unconvincing. First, as demonstrated above, when the data is parsed as between TWIs and HBIs, it is apparent that duplication in the State far more significantly affects the HBIs, even if duplication is also a problem for other institutions. (*See, e.g.*, Conrad Expert Rep. II, PTX 70, at 98 (showing that the three HBIs aside from Morgan were 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> out of 11 institutions in terms of new programming developed between 2001 and 2009); Conrad Demonstrative Exhibits at 67 (showing that six times as many unique, high demand new programs were developed at TWIs as were at HBIs between 2001 and 2009).) This disparity is highly suspect in light of the history of Maryland’s system of higher education.

Second, significant evidence supports the Coalition’s claim that the duplication Dr. Conrad found is a direct result of a continuing failure of the State to address the *de jure* era

policy of duplicating programs to maintain a dual, segregated system. Program duplication was part and parcel of the prior segregated system in Maryland. (*See, e.g.*, Soper Commission Report, PTX 17, at 56-57, 88). Furthermore, “it [is] clear that the originating justification” of locating HBIs and TWIs “a stone’s throw from one another . . . had to do with trying to create separate educational streams and sites for Maryland’s black and white populations.” (1/18/12 AM Trial Tr. 43-44 (Allen).) The 1937 Soper Commission, in assessing higher education in Maryland, noted that “several institutions of both the white and Negro groups are undertaking to perform the same cluster of functions.” (Soper Commission Report, PTX 17, at 56.) In 2005, a Maryland Attorney General Opinion recognized that “Maryland operated *de jure* segregated public higher education programs before 1969 . . . and that some policies, such as program duplication at geographically proximate schools, are traceable to that era.” (90 Opinions of the Maryland Attorney General 153 (2005), PTX 698, at 19.)

During the 1960s and 1970s, in the wake of *Brown*, Maryland’s HBIs began offering unique, high-demand programs and began attracting significant numbers of white graduates. (*See* “Second Annual Desegregation Status Report” (Vol. III, Feb. 1976), PTX 455, at 235-546; 1/10/12 AM Trial Tr. 30-31 (Conrad).) Rather than building on that progress, however, Maryland made very large investments in TWIs, particularly newly created Towson and UMBC, that undermined preliminary gains in desegregation. (*See* 1/10/12 AM Trial Tr. 26-33 (Conrad).) These investments included further duplication of programs at already existing TWIs and creating new public institutions in geographic proximity to existing HBIs, including UB, Towson, and UMBC. (*See* “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 8-9; “Final Report of the Governor’s Commission on Education” (1975), PTX 380, at 16-17; 1/10/12 AM Trial Tr. 26-33 (Conrad).) In the 1980s,

“white enrollment began to decline very markedly,” and that trend continues today. (1/10/12 AM Trial Tr. 34-35 (Conrad).) The early gains that had been made in integration at Maryland’s HBIs halted almost as soon as they began, and the State has continued to duplicate HBI programs at TWIs, failing to address the dual system it created in the *de jure* era. (See Conrad Expert Rep. I, PTX 69, at 19.)

In Maryland’s 2000 Partnership Agreement with the Office of Civil Rights, Maryland committed to developing unique, high-demand academic programs at the HBIs and to avoid further unnecessary program duplication. (1/11/12 AM Trial Tr. 35-38 (Oliver); OCR Partnership Agreement, PTX 4, at 36-37.) Unfortunately, the State did not follow through on this commitment, and white enrollment at HBIs only continued to decline following the Partnership Agreement, such that HBI racial identifiability has continued to increase. (Conrad Demonstrative Exhibits, at 32 (citing HBI Enrollment Data, PTX 740); “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 5; Conrad Expert Rep. I, PTX 69, at 81-82.) Coppin experienced a 73% decline in white graduate student enrollment after the partnership agreement; Bowie experienced a similar 67% decrease. (“Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 5.) At the same time, graduate enrollments have grown rapidly at TWIs while stagnating at HBIs. (“Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 3.) In fact, the State has not only failed to take steps to eradicate existing unnecessary duplication, it has continued to duplicate high-demand programs, to the further detriment of the HBIs. Dr. Conrad found that, on a statewide comparison, between 2001 and 2009, 18 *new* programs at TWIs unnecessarily duplicated programs at HBIs, 13 of which were

“high-demand.” (Conrad Expert Rep. II, PTX 70, at 102.)<sup>11</sup> Thus, the State has never dismantled the *de jure* era duplication of programs that facilitated segregation—and it has maintained policies and practices that have even exacerbated this problem.

### **3. The State’s Purported Efforts to Eliminate this Practice Have Failed**

Despite this significant evidence demonstrating the traceability of the continued unnecessary program duplication among HBIs and TWIs in Maryland, the State argues that it has established safeguards to mitigate unnecessary program duplication. When a state institution seeks to propose a new program, MHEC plays an active role in evaluating the program if the program requires new resources, Md. Code Ann., Educ. § 11-206, but, in any event, MHEC must notify all institutions of higher education of the proposed program, § 11-206.1(b)(3), (5). Another institution or MHEC may then file an objection to the proposed program if, among other criteria, the program constitutes “[u]nreasonable program duplication which would cause demonstrable harm to another institution” or a “[v]iolation of the State’s equal educational opportunity obligations under State and federal law.” § 11-206.1(e). The Commission also has the authority to eliminate a program that unreasonably duplicates a program at another institution. Md. Code Ann., Educ. § 11-206(e)(5)(iv). As demonstrated by the court’s above findings, however, MHEC has not effectively addressed unnecessary program duplication. First, these purported safeguards are only forward facing—they do not address the substantial duplication that existed since, essentially, the beginning of Maryland’s system of public higher education. The State offered no evidence that it has made any serious effort to address continuing

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<sup>11</sup> Regionally, 12 new programs unnecessarily duplicated HBI programs in the “Baltimore-College Park” region, 9 of which were high demand, but there was no further duplication of high-demand programs on the Eastern Shore. (Conrad Expert Rep. II, PTX 70, at 102.)



historic duplication. Second, and even more troublingly, the State has failed to prevent *additional* unnecessary duplication, to the detriment of the HBIs.

For example, the development of the joint UB/Towson MBA in 2005, over Morgan's objection, demonstrates the inefficacy of the State's current policy regarding duplication. It was the consensus of OCR staff, HBI leaders, and even MHEC, initially, that the creation of the program would constitute unnecessary program duplication. (*See* 1/11/12 AM Trial Tr. 43-48 (Oliver); OCR Letter to MHEC (April 13, 2005), PTX 36; Assistant Attorney General's Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 2-3; Joint MBA Proposal Workgroup, PTX 254, at 28-29; MHEC Memorandum (May 25, 2005), PTX 330, at 3.) Yet, the Secretary of MHEC reversed course and approved the program on March 15, 2005. The Maryland Office of the Attorney General wrote, in response to this reversal:

Please be advised that the Secretary's decision [to approve the Towson MBA program], while within his discretion to act, was made contrary to advice and counsel rendered him by the Office of the Attorney General. Specifically, the Secretary was advised that approval of this academic program would leave the State in a vulnerable position, legally, with respect to the law governing the unnecessary duplication of academic programs. . . . There is little question that the proposed MBA program, if approved, would constitute "unnecessary program duplication" as that term of art is defined and articulated in federal law. The Secretary accepts this and makes no attempt to refute it.

(Assistant Attorney General's Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 2.) MHEC Chairman John Oliver initially agreed with the Attorney General's office and attempted to collaborate with stakeholders to develop an alternative. (1/11/12 AM Trial Tr. 51-54 (Oliver).) Nevertheless, MHEC ultimately approved the program. (*Id.*) Furthermore, as previously discussed, the crowding of Baltimore with four year undergraduate institutions, including the recent and ongoing expansion of UB as yet another such college, (*see* Joint MBA Proposal Workgroup, PTX 254, at 108; 1/24/12 AM Trial Tr. 63-66 (Kirwan); UB Strategic Plan

(2008-2012), PTX 917, at 4; 1/30/12 AM Trial Tr. 61-62 (Bogomolny)), has worsened the regional unnecessary duplication that has been a problem since the 1960s and 70s. MHEC did address the potential duplicative effects of a proposed Doctorate of Management degree in Community College Leadership at UMUC, but only after Morgan objected to it. (*See* Memorandum to Sue Blanshan (February 2, 2009), PTX 955, at 1; MHEC Letter to UMUC (February 13, 2009), PTX 179.)

As these series of events demonstrate, despite what the State characterizes as “an elaborate system designed to avoid” unnecessary program duplication, the State has failed to eliminate this vestige of the *de jure* era. And, even if “avoidance” of further duplication were enough, the State has in fact continued to fail to avoid further unnecessary duplication, even in the face of open objections by state officials.<sup>12</sup>

#### **D. Segregative Effects**

The State has failed to meet its burden of demonstrating there are no ongoing segregative effects that are a result of the traceable unnecessary program duplication proven by the Coalition. The State has recognized that its HBIs are not successful at attracting other-race students. (1/24/12 PM Trial Tr. 30 (Kirwan).) The State argues, however, that even if unnecessary program duplication exists in Maryland, it was only found segregative in *Fordice* because Mississippi *also* had segregative admissions criteria in place. This argument fails to appreciate, as demonstrated by the Coalition, the independent segregative effects that unnecessary program duplication has had in Maryland because, “in order for racial desegregation to occur at [H]BIs[,]

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<sup>12</sup> Notably, in 2012, Maryland amended its program approval regulations to specifically require an analysis of the “[e]ducational justification for the dual operation of programs broadly similar to unique or high-demand programs at HBIs,” COMAR 13B.02.03.09. (*See* Correspondence re: Information Concerning Regulatory Revision Cited by Plaintiff in their Rebuttal, ECF No. 368.) Certainly, this is a much clearer statement of the standard applicable under *Fordice*.

. . . [H]BIs must offer programs not offered at TWIs.” (Conrad Expert Rep. II, PTX 70, at 5.) As demonstrated above, there has been an intensification of the HBIs’ racial identifiability over the past twenty years. (See Conrad Expert Rep. I, PTX 69, at 19; Conrad Demonstrative Exhibits, at 32-33; “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 1; 1/10/12 AM Trial Tr. 38-39 (Conrad) (recognizing that Maryland’s HBIs are more racially identifiable today than they were in 1970, the year after *de jure* segregation formally ended in Maryland.) Coalition experts Dr. Conrad and Dr. Allen convincingly explained that this intensification is a result of, in part, the unnecessary program duplication that pervades Maryland’s system of higher education because, in the absence of a competitive academic advantage, non-black students have less of an incentive to enroll in what is otherwise perceived as a school for black students. (See, e.g., Conrad Expert Rep. II, PTX 70, at 5; 1/18/12 AM Trial Tr. 88-89 (Allen).) “The fact of the matter is that . . . creating and maintaining proximate [HBIs] and TWIs has had, and continues to have segregative effects. It . . . creates a situation where, absent academic missions that are explicit[ly] being assigned to HBIs . . . those are just schools that are labeled as, and perceived as, the black schools. So the decision of where you go if you are a white student is strained[.]” (1/18/12 AM Trial Tr. 66 (Allen).) This effect is reflected in the decreasing enrollment of white students at the HBIs. When asked about this trend, Dr. Mickey Burnim, president of Bowie State, testified, “[T]here is increased competition for the degree programs that enroll a lot of our white students. So I think that is one significant factor.” (1/5/12 PM Trial Tr. 61-62 (Burnim).)

In fact, the duplication of a unique HBI program at a TWI can have an effect on the overall enrollment at the HBI because of this perception. For example, Bowie offered an MS in Computer Science before Towson introduced the program; yet, once Towson offered the MS,

enrollment in Bowie's program dropped precipitously, from 119 in 1994 to 29 in 2008, while enrollment went from 23 in 1994 to 101 in 2008 at Towson. (1/10/12 AM Trial Tr. 59-61 (Conrad); Conrad Demonstrative Exhibits at 59.) Similarly, enrollment in Bowie, Coppin, and Morgan's MA in Teaching programs all dropped substantially between 2002 and 2008 after UMBC began offering the program. (*Id.*) When UB entered the public system offering an MBA, the MBA program that Morgan had been operating by itself suffered. (*See* 1/9/12 AM Trial Tr. 59 (Popovich) (testifying that the impact of UB's MBA on Morgan's program "illustrates the type of effect you may get when you have duplicative programs nearby").)

Where HBIs possess unique programs, however, they will be more empowered to attract a diverse student body. (1/18/12 AM Trial Tr. 91, 112 (Allen); Allen Expert Rep., PTX 661, at 8-9); *see also Knight*, 14 F.3d at 1541 (finding a need for unique programming at HBIs where a "disproportionate numbers of white *can* satisfy their curricular desires at [T]WIs, and *cannot* satisfy them at HBIs, thereby discouraging them from choosing to attend HBIs.") (citing *Fordice*, 505 U.S. at 736-43). The current demographics of the two Eastern Shore institutions, UMES and Salisbury, are telling. As of 2009, UMES had a student population that was 77.6% black and 13.3% white, making it significantly more desegregated than its three HBI counterparts, which had white populations between roughly 1 and 4%. *See* Part V *supra* at 20-21. In light of these figures, it is unsurprising that Dr. Conrad found that only 9% of the programs at UMES were unnecessarily duplicated, "eliminating the dual system . . . to a large extent" on the Eastern Shore. (1/10/12 AM Trial Tr. 83 (Conrad); *see also* Conrad Expert Rep. III, PTX 71, at 114 (showing that Salisbury has 26 unique non-core programs, while UMES has 25).) This lack of duplication is not an accident; it is the result of a strong collaborative partnership between UMES and Salisbury and it demonstrates that unnecessary duplication can be eliminated. (*See*

1/25/12 PM Trial Tr. 34-39 (Dudley-Eshbach) (noting that UMES and Salisbury share a significant number of students because “[a]ny UMES student can take any class at Salisbury” and vice-versa).) The court finds that, at a minimum, it is more likely than not that the lack of unnecessary duplication at UMES and Salisbury has led to UMES’s substantial success in attracting white students, as well as other race students. Conversely, the court finds that the pervasive duplication of Coppin, Bowie, and Morgan’s programs, and their corollary lack of unique programming, contributes to their continued pronounced racial identifiability. Accordingly, the State has not demonstrated that its traceable policy of unnecessary program duplication does not have segregative effects.

The State suggests, through its expert, Dr. Don Hossler, that program offerings have very little to do with a student’s selection of an institution—and that demographics usually control, (*see* 2/6/12 PM Trial Tr. 18-19, 48-49, 69-71 (Hossler)), but this argument is not persuasive. While it may be true that other factors are more important than program offerings, for many students, in choosing a university, the State’s burden is to prove that the traceable *de jure* vestige of program duplication does not continue to have any segregative effects. *See Fordice*, 505 U.S. at 731, 739; *Knight*, 13 F.3d at 1541. Thus, even if program duplication plays a less significant role than other factors in maintaining the racial identifiability of the HBIs, because the Coalition convincingly demonstrated that duplication does have a palpable effect on student choice, the State is under an obligation to eliminate it. Dr. Hossler acknowledged that program duplication does have some effect on student choice. (2/6/12 PM Trial Tr. 62-63, 68-69, 71-72 (Hossler).)<sup>13</sup>

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<sup>13</sup> The court does not address whether any *de minimis* effect would violate *Fordice*—the effect of unnecessary duplication on enrollment demographics at Maryland’s HBIs has been proven by the Coalition to be more than *de minimis*.

Moreover, Dr. Hossler's criticism of Dr. Conrad's more marked conclusions regarding the effect of duplication on student choice, (*see* 2/6/12 PM Trial Tr. 36-39 (Hossler)), does not undermine the consensus of Dr. Allen and Dr. Conrad that duplication has such an effect, nor does it undermine the data itself. For example, despite Morgan's overwhelmingly black enrollment, because it is one of only two public universities in Maryland to offer such programs, (*see* 1/9/12 AM Trial Tr. 13 (Popovich)), 83% of the Landscape Architecture degrees it awarded in 2010 were to white students, as were 33% of the Architecture degrees it awarded. (2010 Program Completion Rates at Maryland Schools by Race, PTX 741.) The court finds that unnecessary duplication influences student demographics at the HBIs, and that Maryland's HBIs will not be able to increase their non-black enrollment if their offerings continue to be unnecessarily duplicated.

#### **E. Purported Educational Justifications**

Finally, the State did not, for the most part, present evidence that unnecessary program duplication could not be eliminated consistent with sound educational practices, relying instead on the argument that no traceable policy or practice existed to begin with. The State is in a tenuous position on this issue, because eliminating unnecessary program duplication has been a centerpiece of most prior higher education desegregation efforts. To the extent the State offered any sound educational justification for existing duplication, it consistently focused on "good" reasons for approving a particular duplicative program rather than a thorough analysis of whether there were less segregative means of obtaining the same goal as required by *Fordice*. 505 U.S. at 729 ("If policies traceable to the de jure system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices.").

For example, in response to the Secretary's approval of the Towson MBA program, the Office of the Attorney General wrote:

On its face, the Secretary's March 15<sup>th</sup> determination appears to be deficient in that his analysis primarily addresses sound educational justification in the context of Towson University's capacity to adequately offer the MBA program jointly with the University of Baltimore in the face of an apparent need for the program. It is a matter of concern, however, that the Secretary's analysis does not adequately address "sound educational justification" in the specific context of a desegregating system of higher education with very specific and continuing legal objections. The analysis may also be considered lacking by virtue of its very limited effort to address the impact upon geographically proximate HBIs. Perhaps most alarming is a complete lack of an analysis regarding the possibility of accomplishing the legitimate educational objectives through less segregative means, particularly in light of existing programs at HBIs that are not at capacity.

(Assistant Attorney General's Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 3.) As the State acknowledges in this document, "sound educational justification" is not an open-ended invitation to justify otherwise segregative policies or practices; rather, it is a requirement that the State seriously consider whether a traceable policy cannot possibly be eliminated in light of legitimate educational concerns. Nonetheless, as Kevin O'Keefe, a former MHEC commissioner who voted to approve the MBA program testified, the commission was focused on "one issue, and one issue only. Are there grounds for educational justification for this program?" (1/30/12 AM Trial Tr. 108 (O'Keefe).) O'Keefe testified that he based his vote on "a clear need for additional capacity in a public MBA program and [the fact] that Morgan was, for perfectly good reasons, not willing to direct its resources, apparently, to developing that program." (1/30/12 PM Trial Tr. 4-5 (O'Keefe).) This articulated justification is insufficient under *Fordice*. If MBA capacity was a state need, and even if Morgan opposed building its capacity, the State offered no evidence that it seriously considered alternative, non-segregative means to accomplishing the capacity building it sought, such as offering Morgan additional funding for such programming or considering another HBI to fill this need.



The Supreme Court recently reaffirmed in *Fisher v. University of Texas at Austin* that even a “serious, good faith consideration of workable race-neutral alternatives” in the higher education context does not supplant the strict scrutiny analysis that is warranted where race-based policies are implicated. *See* 133 S. Ct. 2411, 2421 (2013) (quoting *Grutter v. Bollinger*, 539 U.S. 306, 339 (2003)). Here, the State has not offered any compelling evidence that any sound educational need is an unavoidable driver of the ongoing unnecessary duplication of HBI programs throughout Maryland’s system of higher education.

On the contrary, the State’s maintenance and exacerbation of this proximate program duplication, as described above, “does not comport with best practices in higher education.” (1/18/12 AM Trial Tr. 62-64 (Allen).) Dr. Allen conducted an analysis of the State’s purported educational justifications for duplicative program approvals over the past decade, relying on MHEC Secretary James Lyon’s deposition statement that “academic program files” would be the “best resources for determining the basis for program approval.” (*Id.* at 47.) Dr. Allen found that the justifications in these files for duplicated programs are “[m]inimal” and “superficial[.]” (*Id.* at 47-48.) As to Towson’s joint MBA, Dr. Allen noted that the file had “more” material, given the controversy surrounding its approval, but that “[t]he justification provided in the file . . . wasn’t persuasive.” (*Id.* at 49.) Tellingly, the State’s proposed findings of fact and conclusions of law include only a few references to the issue of “sound educational justification,” and only then in reference to the Towson MBA approval. (*See* Defs.’ Findings, ECF No. 353, ¶¶ 241, 245, 246 n.44.) Furthermore, as noted above, UMES and Salisbury have developed a unique, collaborative partnership, that has both virtually eliminated unnecessary program duplication on their campuses and resulted in UMES having “more white students on its campus than any other HBI in the state[.]” (1/4/12 PM Trial Tr. 65-66 (T. Thompson); 1/25/12 PM Trial Tr. 37-39 (Dudley-

Eshbach).) It was evident from the testimony of the presidents of both UMES and Salisbury that their collaborative efforts are a source of pride for both institutions and contribute to the overall quality of higher education program offerings on the Eastern Shore. (*See, e.g., id.*) Accordingly, it is the court’s conclusion that the extensive program duplication in Maryland is a traceable vestige of the *de jure* era, that it continues to exacerbate the racial identifiability of Maryland’s HBIs by limiting their competitiveness in program offerings, and that there is no sound educational justification preventing the mitigation of this duplication.

## VII. REMEDIES

In light of the State’s liability on the issue of program duplication, the court strongly suggests that the parties enter mediation to attempt to generate a suitable plan to address this problem. As embodied in the OCR Partnership Agreement, a remedy for unnecessary program duplication likely includes both avoidance of such duplication and “expansion of mission and program uniqueness and institutional identity at the HBIs.” (Final Report on the OCR Partnership Agreement (February 15, 2006), PTX 8, at 73.) Dr. Allen was tasked by the Coalition with developing remedies, and his recommendation that “[e]ach HBI should develop programmatic niches of areas or areas of excellence in at least two high-demand clusters within the next three to four years” appears to be a promising starting point. (*See* 1/18/12 AM Trial Tr. 90 (Allen).)<sup>14</sup> These niche suggestions include, among others, Green Sustainability Studies; Computer Sciences; Aging Studies; and Health Care Facilities Management. (*See* Allen Demonstrative Exhibits, PTX 856, at 52-65.) It is also likely that the transfer or merger of select high-demand programs from TWIs to HBIs will be necessary. (*See* 1/18/12 AM Trial Tr. 103 (Allen).) Former MHEC Secretary James Lyons has stated that Maryland has the capacity and

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<sup>14</sup> The Coalition has not suggested the extreme remedy of closing any institutions.

capability to implement program transfers and mergers. (*Id.* at 107.) Similarly, the creation of collaborative programs through the wide use of resources to enhance the quality of current and newly developed programs at the HBIs may be an additional effective and creative method of enhancing the HBIs' programs. (*See id.* at 102.) If mediation is not successful, further proceedings will be scheduled so that the court may evaluate any competing proposals.

### VIII. CONCLUSION

In light of the above findings of fact and conclusions of law, the court proposes to defer entry of judgment pending mediation or further proceedings if necessary to establish an appropriate remedy. A conference call will be scheduled with counsel.

October 7, 2013  
Date

/s/  
Catherine C. Blake  
United States District Judge

UNITED STATES REPORTS  
VOLUME 505

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CASES ADJUDGED  
IN  
THE SUPREME COURT  
AT  
OCTOBER TERM, 1991  
June 18 Through September 30, 1992  
Together With Opinion of Individual Justice in Chambers  
End of Term

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FRANK D. WAGNER  
reporter of decisions

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For sale by the U. S. Government Printing Office  
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JUSTICES  
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during the time of these reports

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BYRON R. WHITE, Associate Justice.  
HARRY A. BLACKMUN, Associate Justice.  
JOHN PAUL STEVENS, Associate Justice.  
SANDRA DAY O'CONNOR, Associate Justice.  
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retired

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WILLIAM J. BRENNAN, Jr., Associate Justice.  
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WILLIAM K. SUTER, Clerk.  
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OCTOBER TERM, 1991

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## Syllabus

UNITED STATES *v.* FORDICE, GOVERNOR OF  
MISSISSIPPI, ET AL.CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR  
THE FIFTH CIRCUIT

No. 90-1205. Argued November 13, 1991—Decided June 26, 1992\*

Despite this Court's decisions in *Brown v. Board of Education*, 347 U.S. 483 (*Brown I*), and *Brown v. Board of Education*, 349 U.S. 294 (*Brown II*), Mississippi continued its policy of *de jure* segregation in its public university system, maintaining five almost completely white and three almost exclusively black universities. Private petitioners initiated this lawsuit in 1975, and the United States intervened, charging that state officials had failed to satisfy their obligation under, *inter alia*, the Equal Protection Clause of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964 to dismantle the dual system. In an attempt to reach a consensual resolution through voluntary dismantlement, the State Board of Trustees, in 1981, issued "Mission Statements" classifying the three flagship white institutions during the *de jure* period as "comprehensive" universities having the most varied programs and offering doctoral degrees, redesignating one of the black colleges as an "urban" university with limited research and degree functions geared toward its urban setting, and characterizing the rest of the colleges as "regional" institutions which functioned primarily in an undergraduate role. When, by the mid-1980's, the student bodies at the white universities were still predominantly white, and the racial composition at the black institutions remained largely black, the suit proceeded to trial. After voluminous evidence was presented on a full range of educational issues, the District Court entered extensive findings of fact on, among other things, admissions requirements, institutional classification and missions assignments, duplication of programs, and funding. Its conclusions of law included rulings that, based on its interpretation of *Bazemore v. Friday*, 478 U.S. 385, and other cases, the affirmative duty to desegregate in the higher education context does not contemplate either restricting student choice or the achievement of any degree of racial balance; that current state policies and practices should be examined to ensure that they are racially neutral, developed and implemented in good faith, and do not substantially contribute to the racial identifiability

\*Together with No. 90-6588, *Ayers et al. v. Fordice, Governor of Mississippi, et al.*, also on certiorari to the same court.

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of individual institutions; and that Mississippi's current actions demonstrate conclusively that the State is fulfilling its affirmative duty to disestablish the former *de jure* segregated system. In affirming, the Court of Appeals left largely undisturbed the lower court's findings and conclusions.

*Held:*

1. The courts below did not apply the correct legal standard in ruling that Mississippi has brought itself into compliance with the Equal Protection Clause. If the State perpetuates policies and practices traceable to its prior *de jure* dual system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practicably eliminated, the policies violate the Clause, even though the State has abolished the legal requirement that the races be educated separately and has established racially neutral policies not animated by a discriminatory purpose. *Bazemore v. Friday*, *supra*, distinguished. The proper inquiry asks whether existing racial identifiability is attributable to the State, see, *e. g.*, *Freeman v. Pitts*, 503 U. S. 467, and examines a wide range of factors to determine whether the State has perpetuated its former segregation in any facet of its system, see, *e. g.*, *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U. S. 237, 250. Because the District Court's standard did not ask the appropriate questions, the Court of Appeals erred in affirming the lower court's judgment. Pp. 727–732.

2. When the correct legal standard is applied, it becomes apparent from the District Court's undisturbed factual findings that there are several surviving aspects of Mississippi's prior dual system which are constitutionally suspect; for even though such policies may be race neutral on their face, they substantially restrict a person's choice of which institution to enter and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies, as well as any others that are susceptible to challenge by petitioners on remand under the proper standard, or eliminate them. Pp. 732–743.

(a) Although the State's current admissions policy requiring higher minimum composite scores on the American College Testing Program (ACT) for the five historically white institutions than for the three historically black universities derived from policies enacted in the 1970's to redress the problem of student unpreparedness, the policy is constitutionally suspect because it was originally enacted in 1963 by three of the white universities to discriminate against black students, who, at the time, had an average ACT score well below the required minimum.



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The policy also has present discriminatory effects, since a much higher percentage of white than of black high school seniors recently scored at or above the minimum necessary to enter a white university. The segregative effect of this standard is especially striking in light of the differences in minimum required entrance scores among the white and black regional universities and colleges with dissimilar programmatic missions, and yet the courts below made little effort to justify those disparities in educational terms or to inquire whether it was practicable to eliminate them. The State's refusal to consider high school grade performance along with ACT scores is also constitutionally problematic, since the ACT's administering organization discourages use of ACT scores alone, the disparity between black and white students' high school grade averages is much narrower than the gap between their average ACT scores, most States use high school grades and other indicators along with standardized test scores, and Mississippi's approach was not adequately justified or shown to be unsusceptible to elimination without eroding sound educational policy. Pp. 733-738.

(b) The District Court's treatment of the widespread duplication of programs at the historically black and historically white Mississippi universities is problematic for several reasons. First, it can hardly be denied that such duplication represents a continuation of the "separate but equal" treatment required by the prior dual system, and yet the court's holding that petitioners could not establish a constitutional defect shifted the burden of proof away from the State in violation of *Brown II*, *supra*, at 300, and its progeny. Second, implicit in the court's finding of "unnecessary" duplication is the absence of any educational justification and the fact that some, if not all, duplication may be practically eliminated. Finally, by treating this issue in isolation, the court failed to consider the combined effects of unnecessary duplication with other policies in evaluating whether the State had met its constitutional duty. Pp. 738-739.

(c) Mississippi's 1981 mission assignments scheme has as its antecedents the policies enacted to perpetuate racial separation during the *de jure* period. When combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations interfere with student choice and tend to perpetuate the segregated system. On remand, the court should inquire whether it would be practicable and consistent with sound educational practices to eliminate any such discriminatory effects. Pp. 739-741.

(d) Also on remand, the court should inquire and determine whether the State's retention and operation of all eight higher educational institutions in an attempt to bring itself into constitutional compliance actually affects student choice and perpetuates the *de jure* system,

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whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can practicably be closed or merged with other existing institutions. Though certainly closure of one or more institutions would decrease the system's discriminatory effects, the present record is inadequate to demonstrate whether such action is constitutionally required. Pp. 741-742.

(e) In addition to the foregoing policies and practices, the full range of the State's higher educational activities, including its funding of the three historically black schools, must be examined on remand under the proper standard to determine whether the State is taking the necessary steps to dismantle its prior system. Pp. 742-743.

914 F. 2d 676, vacated and remanded.

WHITE, J., delivered the opinion of the Court, in which REHNQUIST, C. J., and BLACKMUN, STEVENS, O'CONNOR, KENNEDY, SOUTER, and THOMAS, JJ., joined. O'CONNOR, J., *post*, p. 743, and THOMAS, J., *post*, p. 745, filed concurring opinions. SCALLA, J., filed an opinion concurring in the judgment in part and dissenting in part, *post*, p. 749.

*Solicitor General Starr* argued the cause for the United States. With him on the briefs were *Assistant Attorney General Dunne*, *Deputy Solicitor General Roberts*, *Roger Clegg* and *Barbara S. Drake*, *Deputy Assistant Attorneys General*, and *Jeffrey P. Minear*. *Alvin O. Chambliss, Jr.*, argued the cause for petitioners in No. 90-6588. With him on the briefs were *Lawrence Young* and *Robert Pressman*.

*William F. Goodman, Jr.*, argued the cause for respondents in both cases. With him on the brief were *Mike Moore*, Attorney General of Mississippi, and *Paul H. Stephenson III* and *William F. Ray*, Special Assistant Attorneys General.<sup>†</sup>

<sup>†</sup>Briefs of *amici curiae* urging reversal were filed for the State of Tennessee by *Charles W. Burson*, Attorney General of Tennessee, *John Knox Walkup*, Solicitor General, and *Christine Modisher*, Assistant Attorney General; for Alcorn State University by *Gilbert Kajovich*; for Jackson State University by *Deborah McDonald* and *Carrol Rhodes*; for the NAACP Legal Defense and Educational Fund, Inc., et al. by *Julius LeVonne Chambers*, *Charles Stephen Ralston*, *Norman J. Chackkin*, *John W. Garland*, *Janell M. Byrd*, and *John A. Powell*; and for the National Bar Association et al. by *J. Clay Smith, Jr.*, and *Herbert O. Reid, Sr.*

Briefs of *amici curiae* urging affirmance were filed for the Board of Trustees of the University of Alabama by *C. Glenn Powell* and *Stanley J.*

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## Opinion of the Court

JUSTICE WHITE delivered the opinion of the Court.

In 1954, this Court held that the concept of “separate but equal” has no place in the field of public education. *Brown v. Board of Education*, 347 U.S. 483, 495 (*Brown I*). The following year, the Court ordered an end to segregated public education “with all deliberate speed.” *Brown v. Board of Education*, 349 U.S. 294, 301 (1955) (*Brown II*). Since these decisions, the Court has had many occasions to evaluate whether a public school district has met its affirmative obligation to dismantle its prior *de jure* segregated system in elementary and secondary schools. In these cases we decide what standards to apply in determining whether the State of Mississippi has met this obligation in the university context.

## I

Mississippi launched its public university system in 1848 by establishing the University of Mississippi, an institution dedicated to the higher education exclusively of white persons. In succeeding decades, the State erected additional postsecondary, single-race educational facilities. Alcorn State University opened its doors in 1871 as “an agricultural college for the education of Mississippi’s black youth.” *Ayers v. Allain*, 674 F. Supp. 1523, 1527 (ND Miss. 1987). Creation of four more exclusively white institutions followed: Mississippi State University (1880), Mississippi University for Women (1885), University of Southern Mississippi (1912), and Delta State University (1925). The State added two more solely black institutions in 1940 and 1950: in the former year, Jackson State University, which was charged with training “black teachers for the black public schools,” *id.*, at 1528; and in the latter year, Mississippi Valley State Univer-

*Murphy*; and for Charles E. “Buddy” Roemer III, Governor of the State of Louisiana, et al. by John N. Kennedy, Joseph J. Levin, Jr., Margaret E. Woodward, and W. Shelby McKenzie.

Joseph A. Califano, Jr., *pro se*, and David S. Tatel filed a brief of *amicus curiae* for Joseph A. Califano, Jr., et al.

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sity, whose functions were to educate teachers primarily for rural and elementary schools and to provide vocational instruction to black students.

Despite this Court's decisions in *Brown I* and *Brown II*, Mississippi's policy of *de jure* segregation continued. The first black student was not admitted to the University of Mississippi until 1962, and then only by court order. See *Meredith v. Fair*, 306 F. 2d 374 (CA5), cert. denied, 371 U. S. 828, enf'd, 313 F. 2d 532 (1962) (en banc) (*per curiam*). For the next 12 years the segregated public university system in the State remained largely intact. Mississippi State University, Mississippi University for Women, University of Southern Mississippi, and Delta State University each admitted at least one black student during these years, but the student composition of these institutions was still almost completely white. During this period, Jackson State and Mississippi Valley State were exclusively black; Alcorn State had admitted five white students by 1968.

In 1969, the United States Department of Health, Education and Welfare (HEW) initiated efforts to enforce Title VI of the Civil Rights Act of 1964, 42 U. S. C. §2000d.<sup>1</sup> HEW requested that the State devise a plan to disestablish the formerly *de jure* segregated university system. In June 1973, the Board of Trustees of State Institutions of Higher Learning (Board) submitted a plan of compliance, which expressed the aims of improving educational opportunities for all Mississippi citizens by setting numerical goals on the enrollment of other-race students at state universities, hiring other-race faculty members, and instituting remedial programs and special recruitment efforts to achieve those goals. App. 898-900. HEW rejected this Plan as failing to comply with Title VI because it did not go far enough in the areas of student

<sup>1</sup>This provision states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

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recruitment and enrollment, faculty hiring, elimination of unnecessary program duplication, and institutional funding practices to ensure that “a student’s choice of institution or campus, henceforth, will be based on other than racial criteria.” *Id.*, at 205. The Board reluctantly offered amendments, prefacing its reform pledge to HEW with this statement: “With deference, it is the position of the Board of Trustees . . . that the Mississippi system of higher education is in compliance with Title VI of the Civil Rights Act of 1964.” *Id.*, at 898. At this time, the racial composition of the State’s universities had changed only marginally from the levels of 1968, which were almost exclusively single race.<sup>2</sup> Though HEW refused to accept the modified Plan, the Board adopted it anyway. 674 F. Supp., at 1530. But even the limited effects of this Plan in disestablishing the prior *de jure* segregated system were substantially constricted by the state legislature, which refused to fund it until fiscal year 1978, and even then at well under half the amount sought by the Board. App. 896–897, 1444–1445, 1448–1449.<sup>3</sup>

Private petitioners initiated this lawsuit in 1975. They complained that Mississippi had maintained the racially segregative effects of its prior dual system of postsecondary education in violation of the Fifth, Ninth, Thirteenth, and Fourteenth Amendments, 42 U.S.C. §§1981 and 1983, and Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d.

<sup>2</sup> For the 1974–1975 school year, black students comprised 4.1 percent of the full-time undergraduate enrollments at University of Mississippi; at Mississippi State University, 7.5 percent; at University of Southern Mississippi, 8.0 percent; at Delta State University, 12.6 percent; at Mississippi University for Women, 13.0 percent. At Jackson State, Alcorn State, and Mississippi Valley State, the percentages of black students were 96.6 percent, 99.9 percent, and 100 percent, respectively. Brief for United States 7.

<sup>3</sup> According to counsel for respondents, it was in this time period—the mid- to late-1970’s—that the State came into full “compliance with the law” as having taken the necessary affirmative steps to dismantle its prior *de jure* system. Tr. of Oral Arg. 45.

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Shortly thereafter, the United States filed its complaint in intervention, charging that state officials had failed to satisfy their obligation under the Equal Protection Clause of the Fourteenth Amendment and Title VI to dismantle Mississippi's dual system of higher education.

After this lawsuit was filed, the parties attempted for 12 years to achieve a consensual resolution of their differences through voluntary dismantlement by the State of its prior separated system. The board of trustees implemented reviews of existing curricula and program "mission" at each institution. In 1981, the Board issued "Mission Statements" that identified the extant purpose of each public university. These "missions" were clustered into three categories: comprehensive, urban, and regional. "Comprehensive" universities were classified as those with the greatest existing resources and program offerings. All three such institutions (University of Mississippi, Mississippi State, and Southern Mississippi) were exclusively white under the prior *de jure* segregated system. The Board authorized each to continue offering doctoral degrees and to assert leadership in certain disciplines. Jackson State, the sole urban university, was assigned a more limited research and degree mission, with both functions geared toward its urban setting. It was exclusively black at its inception. The "regional" designation was something of a misnomer, as the Board envisioned those institutions primarily in an undergraduate role, rather than a "regional" one in the geographical sense of serving just the localities in which they were based. Only the universities classified as "regional" included institutions that, prior to desegregation, had been either exclusively white—Delta State and Mississippi University for Women—or exclusively black—Alcorn State and Mississippi Valley State.

By the mid-1980's, 30 years after *Brown*, more than 99 percent of Mississippi's white students were enrolled at University of Mississippi, Mississippi State, Southern Mississippi, Delta State, and Mississippi University for Women.

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The student bodies at these universities remained predominantly white, averaging between 80 and 91 percent white students. Seventy-one percent of the State's black students attended Jackson State, Alcorn State, and Mississippi Valley State, where the racial composition ranged from 92 to 99 percent black. *Ayers v. Allain*, 893 F. 2d 732, 734-735 (CA5 1990) (panel decision).

## II

By 1987, the parties concluded that they could not agree on whether the State had taken the requisite affirmative steps to dismantle its prior *de jure* segregated system. They proceeded to trial. Both sides presented voluminous evidence on a full range of educational issues spanning admissions standards, faculty and administrative staff recruitment, program duplication, on-campus discrimination, institutional funding disparities, and satellite campuses. Petitioners argued that in various ways the State continued to reinforce historic, race-based distinctions among the universities. Respondents argued generally that the State had fulfilled its duty to disestablish its state-imposed segregative system by implementing and maintaining good-faith, non-discriminatory race-neutral policies and practices in student admission, faculty hiring, and operations. Moreover, they suggested, the State had attracted significant numbers of qualified black students to those universities composed mostly of white persons. Respondents averred that the mere continued existence of racially identifiable universities was not unlawful given the freedom of students to choose which institution to attend and the varying objectives and features of the State's universities.

At trial's end, based on the testimony of 71 witnesses and 56,700 pages of exhibits, the District Court entered extensive findings of fact. The court first offered a historical overview of the higher education institutions in Mississippi and the developments in the system between 1954 and the filing of this suit in 1975. 674 F. Supp., at 1526-1530. It



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then made specific findings recounting post-1975 developments, including a description at the time of trial, in those areas of the higher education system under attack by plaintiffs: admission requirements and recruitment; institutional classification and assignment of missions; duplication of programs; facilities and finance; the land grant institutions; faculty and staff; and governance. *Id.*, at 1530–1550.

The court's conclusions of law followed. As an overview, the court outlined the common ground in the action: "Where a state has previously maintained a racially dual system of public education established by law, it assumes an 'affirmative duty' to reform those policies and practices which required or contributed to the separation of races." *Id.*, at 1551. Noting that courts unanimously hold that the affirmative duty to dismantle a racially dual structure in elementary and secondary schools also governs in the higher education context, the court observed that there was disagreement whether *Green v. School Bd. of New Kent County*, 391 U. S. 430 (1968), applied in all of its aspects to formerly dual systems of higher education, *i. e.*, whether "some level of racial mixture at previously segregated institutions of higher learning is not only desirable but necessary to 'effectively' desegregate the system." 674 F. Supp., at 1552. Relying on a Fifth Circuit three-judge court decision, *Alabama State Teachers Assn. (ASTA) v. Alabama Public School and College Authority*, 289 F. Supp. 784 (MD Ala. 1968), our *per curiam* affirmation of that case, 393 U. S. 400 (1969), and its understanding of our later decision in *Bazemore v. Friday*, 478 U. S. 385 (1986), the court concluded that in the higher education context, "the affirmative duty to desegregate does not contemplate either restricting choice or the achievement of any degree of racial balance." 674 F. Supp., at 1553. Thus, the court stated: "While student enrollment and faculty and staff hiring patterns are to be examined, greater emphasis should instead be placed on current state higher education policies and practices in order to insure that such

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policies and practices are racially neutral, developed and implemented in good faith, and do not substantially contribute to the continued racial identifiability of individual institutions." *Id.*, at 1554.

When it addressed the same aspects of the university system covered by the findings of fact in light of the foregoing standard, the court found no violation of federal law in any of them. "In summary, the court finds that current actions on the part of the defendants demonstrate conclusively that the defendants are fulfilling their affirmative duty to disestablish the former *de jure* segregated system of higher education." *Id.*, at 1564.

The Court of Appeals reheard the action en banc and affirmed the decision of the District Court. *Ayers v. Allain*, 914 F. 2d 676 (CA5 1990). With a single exception, see *infra*, at 741, it did not disturb the District Court's findings of fact or conclusions of law. The en banc majority agreed that "Mississippi was . . . constitutionally required to eliminate invidious racial distinctions and dismantle its dual system." *Id.*, at 682. That duty, the court held, had been discharged since "the record makes clear that Mississippi has adopted and implemented race neutral policies for operating its colleges and universities and that all students have real freedom of choice to attend the college or university they wish . . ." *Id.*, at 678.

We granted the respective writs of certiorari filed by the United States and the private petitioners. 499 U. S. 958 (1991).

## III

The District Court, the Court of Appeals, and respondents recognize and acknowledge that the State of Mississippi had the constitutional duty to dismantle the dual school system that its laws once mandated. Nor is there any dispute that this obligation applies to its higher education system. If the State has not discharged this duty, it remains in violation of the Fourteenth Amendment. *Brown v. Board of Education*

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and its progeny clearly mandate this observation. Thus, the primary issue in these cases is whether the State has met its affirmative duty to dismantle its prior dual university system.

Our decisions establish that a State does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation. Thus we have consistently asked whether existing racial identifiability is attributable to the State, see, e. g., *Freeman v. Pitts*, 503 U. S. 467, 496 (1992); *Bazemore v. Friday*, *supra*, at 407 (WHITE, J., concurring); *Pasadena City Bd. of Ed. v. Spangler*, 427 U. S. 424, 434 (1976); *Gilmore v. City of Montgomery*, 417 U. S. 556, 566–567 (1974); and examined a wide range of factors to determine whether the State has perpetuated its formerly *de jure* segregation in any facet of its institutional system. See, e. g., *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U. S. 237, 250 (1991); *Swann v. Charlotte-Mecklenburg Bd. of Ed.*, 402 U. S. 1, 18 (1971); *Green v. School Bd. of New Kent County*, *supra*, at 435–438.

The Court of Appeals concluded that the State had fulfilled its affirmative obligation to disestablish its prior *de jure* segregated system by adopting and implementing race-neutral policies governing its college and university system. Because students seeking higher education had “real freedom” to choose the institution of their choice, the State need do no more. Even though neutral policies and free choice were not enough to dismantle a dual system of primary or secondary schools, *Green v. School Bd. of New Kent County*, 391 U. S. 430 (1968), the Court of Appeals thought that universities “differ in character fundamentally” from lower levels of schools, 914 F. 2d, at 686, sufficiently so that our decision in *Bazemore v. Friday*, *supra*, justified the conclusion that the State had dismantled its former dual system.

Like the United States, we do not disagree with the Court of Appeals’ observation that a state university system is

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quite different in very relevant respects from primary and secondary schools. Unlike attendance at the lower level schools, a student's decision to seek higher education has been a matter of choice. The State historically has not assigned university students to a particular institution. Moreover, like public universities throughout the country, Mississippi's institutions of higher learning are not fungible—they have been designated to perform certain missions. Students who qualify for admission enjoy a range of choices of which institution to attend. Thus, as the Court of Appeals stated, “[i]t hardly needs mention that remedies common to public school desegregation, such as pupil assignments, busing, attendance quotas, and zoning, are unavailable when persons may freely choose whether to pursue an advanced education and, when the choice is made, which of several universities to attend.” 914 F. 2d, at 687.

We do not agree with the Court of Appeals or the District Court, however, that the adoption and implementation of race-neutral policies alone suffice to demonstrate that the State has completely abandoned its prior dual system. That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system. In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a State dismantles its segregative *admissions* policy, there may still be state action that is traceable to the State's prior *de jure* segregation and that continues to foster segregation. The Equal Protection Clause is offended by “sophisticated as well as simple-minded modes of discrimination.” *Lane v. Wilson*, 307 U. S. 268, 275 (1939). If policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Freeman*,

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*supra*, at 494; *Dowell, supra*, at 250; *Green, supra*, at 439; *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U. S. 413, 414 (1956) (*per curiam*).<sup>4</sup> We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U. S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.<sup>5</sup>

<sup>4</sup>To the extent we understand private petitioners to urge us to focus on present discriminatory effects without addressing whether such consequences flow from policies rooted in the prior system, we reject this position. Private petitioners contend that the State must not only cease its legally authorized discrimination, it must also "eliminate its continuing effects insofar as practicable." Brief for Petitioners in No. 90-6588, p. 44. Though they seem to disavow as radical a remedy as student reassignment in the university setting, *id.*, at 66, their focus on "student enrollment, faculty and staff employment patterns, [and] black citizens' college-going and degree-granting rates," *id.*, at 63, would seemingly compel remedies akin to those upheld in *Green v. School Bd. of New Kent County*, 391 U. S. 430 (1968), were we to adopt their legal standard. As will become clear, however, the inappropriateness of remedies adopted in *Green* by no means suggests that the racial identifiability of the institutions in a university system is irrelevant to deciding whether a State such as Mississippi has satisfactorily dismantled its prior *de jure* dual system or that the State need not take additional steps to ameliorate such identifiability.

<sup>5</sup>Similarly, reliance on our *per curiam* affirmation in *Alabama State Teachers Assn. v. Alabama Public School and College Authority*, 289 F. Supp. 784 (MD Ala. 1968) (*ASTA*), *aff'd*, 393 U. S. 400 (1969) (*per curiam*), is misplaced. In *ASTA*, the state teachers association sought to enjoin construction of an extension campus of Auburn University in Montgomery, Alabama. The three-judge District Court rejected the allegation that such a facility would perpetuate the State's dual system. It found that the State had educationally justifiable reasons for this new campus and that it had acted in good faith in the fields of admissions, faculty, and staff. 289 F. Supp., at 789. The court also noted that it was "reasonable to conclude that a new institution will not be a white school or a Negro school, but just a school." *Ibid.* Respondents are incorrect to suppose that *ASTA* validates policies traceable to the *de jure* system regardless of whether or not they are educationally justifiable or can be practicably altered to reduce their segregative effects.

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*Bazemore* raised the issue whether the financing and operational assistance provided by a state university's extension service to voluntary 4-H and Homemaker Clubs was inconsistent with the Equal Protection Clause because of the existence of numerous all-white and all-black clubs. Though prior to 1965 the clubs were supported on a segregated basis, the District Court had found that the policy of segregation had been completely abandoned and that no evidence existed of any lingering discrimination in either services or membership; any racial imbalance resulted from the wholly voluntary and unfettered choice of private individuals. *Bazemore*, *supra*, at 407 (WHITE, J., concurring). In this context, we held inapplicable the *Green* Court's judgment that a voluntary choice program was insufficient to dismantle a *de jure* dual system in public primary and secondary schools, but only after satisfying ourselves that the State had not fostered segregation by playing a part in the decision of which club an individual chose to join.

*Bazemore* plainly does not excuse inquiry into whether Mississippi has left in place certain aspects of its prior dual system that perpetuate the racially segregated higher education system. If the State perpetuates policies and practices traceable to its prior system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practicably eliminated, the State has not satisfied its burden of proving that it has dismantled its prior system. Such policies run afoul of the Equal Protection Clause, even though the State has abolished the legal requirement that whites and blacks be educated separately and has established racially neutral policies

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not animated by a discriminatory purpose.<sup>6</sup> Because the standard applied by the District Court did not make these inquiries, we hold that the Court of Appeals erred in affirming the District Court's ruling that the State had brought itself into compliance with the Equal Protection Clause in the operation of its higher education system.<sup>7</sup>

## IV

Had the Court of Appeals applied the correct legal standard, it would have been apparent from the undisturbed fac-

<sup>6</sup>Of course, if challenged policies are not rooted in the prior dual system, the question becomes whether the fact of racial separation establishes a new violation of the Fourteenth Amendment under traditional principles. *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U.S. 237, 250-251 (1991); *Arlington Heights v. Metropolitan Housing Development Corp.*, 429 U.S. 252 (1977).

<sup>7</sup>The Court of Appeals also misanalyzed the Title VI claim. The court stated that "we are not prepared to say the defendants have failed to meet the duties outlined in the regulations." 914 F.2d 676, 687-688, n. 11 (CA5 1990). The court added that it need not "discuss the scope of Mississippi's duty under the regulations" because "the duty outlined by the Supreme Court in *Bazemore* controls in Title VI cases." *Ibid.* It will be recalled, however, that the relevant agency and the courts had specifically found no violation of the regulation in *Bazemore v. Friday*, 478 U.S. 385, 409 (1986) (WHITE, J., concurring). Insofar as it failed to perform the same factual inquiry and application as the courts in *Bazemore* had made, therefore, the Court of Appeals' reliance on *Bazemore* to avoid conducting a similar analysis in these cases was inappropriate.

Private petitioners reiterate in this Court their assertion that the state system also violates Title VI, citing a regulation to that statute which requires States to "take affirmative action to overcome the effects of prior discrimination." 34 CFR §100.3(b)(6)(i) (1991). Our cases make clear, and the parties do not disagree, that the reach of Title VI's protection extends no further than the Fourteenth Amendment. See *Regents of Univ. of California v. Bakke*, 438 U.S. 265, 287 (1978) (opinion of Powell, J.); *id.*, at 328 (opinion of Brennan, WHITE, Marshall, and BLACKMUN, JJ., concurring in judgment in part and dissenting in part); see also *Guardians Assn. v. Civil Service Comm'n of New York City*, 463 U.S. 582, 610-611 (1983) (Powell, J., concurring in judgment); *id.*, at 612-613 (O'CONNOR, J., concurring in judgment); *id.*, at 639-643 (STEVENS, J., dissenting). We thus treat the issues in these cases as they are implicated under the Constitution.



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tual findings of the District Court that there are several surviving aspects of Mississippi's prior dual system which are constitutionally suspect; for even though such policies may be race neutral on their face, they substantially restrict a person's choice of which institution to enter, and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies or eliminate them.

It is important to state at the outset that we make no effort to identify an exclusive list of unconstitutional remnants of Mississippi's prior *de jure* system. In highlighting, as we do below, certain remnants of the prior system that are readily apparent from the findings of fact made by the District Court and affirmed by the Court of Appeals,<sup>8</sup> we by no means suggest that the Court of Appeals need not examine, in light of the proper standard, each of the other policies now governing the State's university system that have been challenged or that are challenged on remand in light of the standard that we articulate today. With this caveat in mind, we address four policies of the present system: admissions standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

We deal first with the current admissions policies of Mississippi's public universities. As the District Court found, the three flagship historically white universities in the sys-

<sup>8</sup>In this sense, it is important to reiterate that we do not disturb the findings of no discriminatory purpose in the many instances in which the courts below made such conclusions. The private petitioners and the United States, however, need not show such discriminatory intent to establish a constitutional violation for the perpetuation of policies traceable to the prior *de jure* segregative regime which have continuing discriminatory effects. As for present policies that do not have such historical antecedents, a claim of violation of the Fourteenth Amendment cannot be made out without a showing of discriminatory purpose. See *supra*, at 732, n. 6.

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tem—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the test administered by the American College Testing Program (ACT). 674 F. Supp., at 1531. The court described the “discriminatory taint” of this policy, *id.*, at 1557, an obvious reference to the fact that, at the time, the average ACT score for white students was 18 and the average score for blacks was 7. 893 F.2d, at 735. The District Court concluded, and the en banc Court of Appeals agreed, that present admissions standards derived from policies enacted in the 1970’s to redress the problem of student unpreparedness. 914 F.2d, at 679; 674 F. Supp., at 1531. Obviously, this midpassage justification for perpetuating a policy enacted originally to discriminate against black students does not make the present admissions standards any less constitutionally suspect.

The present admissions standards are not only traceable to the *de jure* system and were originally adopted for a discriminatory purpose, but they also have present discriminatory effects. Every Mississippi resident under 21 seeking admission to the university system must take the ACT test. Any applicant who scores at least 15 qualifies for automatic admission to any of the five historically white institutions except Mississippi University for Women, which requires a score of 18 for automatic admission unless the student has a 3.0 high school grade average. Those scoring less than 15 but at least 13 automatically qualify to enter Jackson State University, Alcorn State University, and Mississippi Valley State University. Without doubt, these requirements restrict the range of choices of entering students as to which institution they may attend in a way that perpetuates segregation. Those scoring 13 or 14, with some exceptions, are excluded from the five historically white universities and if they want a higher education must go to one of the historically black institutions or attend junior college with the hope

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of transferring to a historically white institution.<sup>9</sup> Proportionately more blacks than whites face this choice: In 1985, 72 percent of Mississippi's white high school seniors achieved an ACT composite score of 15 or better, while less than 30 percent of black high school seniors earned that score. App. 1524–1525. It is not surprising then that Mississippi's universities remain predominantly identifiable by race.

The segregative effect of this automatic entrance standard is especially striking in light of the differences in minimum automatic entrance scores among the regional universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women is 18; it is 13 for the historically black universities. Yet Mississippi University for Women is assigned the same institutional mission as two other regional universities, Alcorn State and Mississippi Valley State—that of providing quality undergraduate education. The effects of the policy fall disproportionately on black students who might wish to attend Mississippi University for Women; and though the disparate impact is not as great, the same is true of the minimum standard ACT score of 15 at Delta State University—the other “regional” university—as compared to the historically black “regional” universities where a score of 13 suffices for automatic admission. The courts below made little, if any, effort to justify in educational terms those particular disparities in entrance requirements or to inquire whether it was practicable to eliminate them.

<sup>9</sup>The District Court's finding that “[v]ery few black students, if any, are actually denied admission to a Mississippi university as a first-time freshman for failure to achieve the minimal ACT score,” *Ayers v. Allain*, 674 F. Supp. 1523, 1535 (ND Miss. 1987), ignores the inherent self-selection that accompanies public announcement of “automatic” admissions standards. It is logical to think that some percentage of black students who fail to score 15 do *not* seek admission to one of the historically white universities because of this automatic admissions standard.

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We also find inadequately justified by the courts below or by the record before us the differential admissions requirements between universities with dissimilar programmatic missions. We do not suggest that absent a discriminatory purpose different programmatic missions accompanied by different admissions standards would be constitutionally suspect simply because one or more schools are racially identifiable. But here the differential admissions standards are remnants of the dual system with a continuing discriminatory effect, and the mission assignments "to some degree follow the historical racial assignments," 914 F. 2d, at 692. Moreover, the District Court did not justify the differing admissions standards based on the different mission assignments. It observed only that in the 1970's, the board of trustees justified a minimum ACT score of 15 because too many students with lower scores were not prepared for the historically white institutions and that imposing the 15 score requirement on admissions to the historically black institutions would decimate attendance at those universities. The District Court also stated that the mission of the regional universities had the more modest function of providing quality undergraduate education. Certainly the comprehensive universities are also, among other things, educating undergraduates. But we think the 15 ACT test score for automatic admission to the comprehensive universities, as compared with a score of 13 for the regionals, requires further justification in terms of sound educational policy.

Another constitutionally problematic aspect of the State's use of the ACT test scores is its policy of denying automatic admission if an applicant fails to earn the minimum ACT score specified for the particular institution, without also resorting to the applicant's high school grades as an additional factor in predicting college performance. The United States produced evidence that the American College Testing Program (ACTP), the administering organization of the ACT, discourages use of ACT scores as the sole admissions crite-

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tion on the ground that it gives an incomplete "picture" of the student applicant's ability to perform adequately in college. App. 1209-1210. One ACTP report presented into evidence suggests that "it would be foolish" to substitute a 3- or 4-hour test in place of a student's high school grades as a means of predicting college performance. *Id.*, at 193. The record also indicated that the disparity between black and white students' high school grade averages was much narrower than the gap between their average ACT scores, thereby suggesting that an admissions formula which included grades would increase the number of black students eligible for automatic admission to all of Mississippi's public universities.<sup>10</sup>

The United States insists that the State's refusal to consider information which would better predict college performance than ACT scores alone is irrational in light of most States' use of high school grades and other indicators along with standardized test scores. The District Court observed that the board of trustees was concerned with grade inflation and the lack of comparability in grading practices and course offerings among the State's diverse high schools. Both the District Court and the Court of Appeals found this concern ample justification for the failure to consider high school grade performance along with ACT scores. In our view, such justification is inadequate because the ACT requirement was originally adopted for discriminatory purposes, the

<sup>10</sup> In 1985, 72 percent of white students in Mississippi scored 15 or better on the ACT test, whereas only 30 percent of black students achieved that mark, a difference of nearly 2½ times. By contrast, the disparity among grade averages was not nearly so wide. 43.8 percent of white high school students and 30.5 percent of black students averaged at least a 3.0, and 62.2 percent of whites and 49.2 percent of blacks earned at least a 2.5 grade point average. App. 1524-1525. Though it failed to make specific factfindings on this point, this evidence, which the State does not dispute, is fairly encompassed within the District Court's statement that "[b]lack students on the average score somewhat lower [than white students]." 674 F. Supp., at 1535.

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current requirement is traceable to that decision and seemingly continues to have segregative effects, and the State has so far failed to show that the “ACT-only” admissions standard is not susceptible to elimination without eroding sound educational policy.

A second aspect of the present system that necessitates further inquiry is the widespread duplication of programs. “Unnecessary” duplication refers, under the District Court’s definition, “to those instances where two or more institutions offer the same nonessential or noncore program. Under this definition, all duplication at the bachelor’s level of nonbasic liberal arts and sciences course work and all duplication at the master’s level and above are considered to be unnecessary.” 674 F. Supp., at 1540. The District Court found that 34.6 percent of the 29 undergraduate programs at historically black institutions are “unnecessarily duplicated” by the historically white universities, and that 90 percent of the graduate programs at the historically black institutions are unnecessarily duplicated at the historically white institutions. *Id.*, at 1541. In its conclusions of law on this point, the District Court nevertheless determined that “there is no proof” that such duplication “is directly associated with the racial identifiability of institutions,” and that “there is no proof that the elimination of unnecessary program duplication would be justifiable from an educational standpoint or that its elimination would have a substantial effect on student choice.” *Id.*, at 1561.

The District Court’s treatment of this issue is problematic from several different perspectives. First, the court appeared to impose the burden of proof on the plaintiffs to meet a legal standard the court itself acknowledged was not yet formulated. It can hardly be denied that such duplication was part and parcel of the prior dual system of higher education—the whole notion of “separate but equal” required duplicative programs in two sets of schools—and that the present unnecessary duplication is a continuation of that practice.

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*Brown* and its progeny, however, established that the burden of proof falls on the *State*, and not the aggrieved plaintiffs, to establish that it has dismantled its prior *de jure* segregated system. *Brown II*, 349 U.S., at 300. The court's holding that petitioners could not establish the constitutional defect of unnecessary duplication, therefore, improperly shifted the burden away from the State. Second, implicit in the District Court's finding of "unnecessary" duplication is the absence of any educational justification and the fact that some, if not all, duplication may be practicably eliminated. Indeed, the District Court observed that such duplication "cannot be justified economically or in terms of providing quality education." 674 F. Supp., at 1541. Yet by stating that "there is no proof" that elimination of unnecessary duplication would decrease institutional racial identifiability, affect student choice, and promote educationally sound policies, the court did not make clear whether it had directed the parties to develop evidence on these points, and if so, what that evidence revealed. See *id.*, at 1561. Finally, by treating this issue in isolation, the court failed to consider the combined effects of unnecessary program duplication with other policies, such as differential admissions standards, in evaluating whether the State had met its duty to dismantle its prior *de jure* segregated system.

We next address Mississippi's scheme of institutional mission classification, and whether it perpetuates the State's formerly *de jure* dual system. The District Court found that, throughout the period of *de jure* segregation, University of Mississippi, Mississippi State University, and University of Southern Mississippi were the flagship institutions in the state system. They received the most funds, initiated the most advanced and specialized programs, and developed the widest range of curricular functions. At their inception, each was restricted for the education solely of white persons. *Id.*, at 1526-1528. The missions of Mississippi University for Women and Delta State University, by contrast, were more



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limited than their other all-white counterparts during the period of legalized segregation. Mississippi University for Women and Delta State University were each established to provide undergraduate education solely for white students in the liberal arts and such other fields as music, art, education, and home economics. *Id.*, at 1527-1528. When they were founded, the three exclusively black universities were more limited in their assigned academic missions than the five all-white institutions. Alcorn State, for example, was designated to serve as "an agricultural college for the education of Mississippi's black youth." *Id.*, at 1527. Jackson State and Mississippi Valley State were established to train black teachers. *Id.*, at 1528. Though the District Court's findings do not make this point explicit, it is reasonable to infer that state funding and curriculum decisions throughout the period of *de jure* segregation were based on the purposes for which these institutions were established.

In 1981, the State assigned certain missions to Mississippi's public universities as they then existed. It classified University of Mississippi, Mississippi State, and Southern Mississippi as "comprehensive" universities having the most varied programs and offering graduate degrees. Two of the historically white institutions, Delta State University and Mississippi University for Women, along with two of the historically black institutions, Alcorn State University and Mississippi Valley State University, were designated as "regional" universities with more limited programs and devoted primarily to undergraduate education. Jackson State University was classified as an "urban" university whose mission was defined by its urban location.

The institutional mission designations adopted in 1981 have as their antecedents the policies enacted to perpetuate racial separation during the *de jure* segregated regime. The Court of Appeals expressly disagreed with the District Court by recognizing that the "inequalities among the institutions largely follow the mission designations, and the mis-

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sion designations to some degree follow the historical racial assignments." 914 F. 2d, at 692. It nevertheless upheld this facet of the system as constitutionally acceptable based on the existence of good-faith racially neutral policies and procedures. That different missions are assigned to the universities surely limits to some extent an entering student's choice as to which university to seek admittance. While the courts below both agreed that the classification and mission assignments were made without discriminatory purpose, the Court of Appeals found that the record "supports the plaintiffs' argument that the mission designations had the effect of maintaining the more limited program scope at the historically black universities." *Id.*, at 690. We do not suggest that absent discriminatory purpose the assignment of different missions to various institutions in a State's higher education system would raise an equal protection issue where one or more of the institutions become or remain predominantly black or white. But here the issue is whether the State has sufficiently dismantled its prior dual system; and when combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations interfere with student choice and tend to perpetuate the segregated system. On remand, the court should inquire whether it would be practicable and consistent with sound educational practices to eliminate any such discriminatory effects of the State's present policy of mission assignments.

Fourth, the State attempted to bring itself into compliance with the Constitution by continuing to maintain and operate all eight higher educational institutions. The existence of eight instead of some lesser number was undoubtedly occasioned by state laws forbidding the mingling of the races. And as the District Court recognized, continuing to maintain all eight universities in Mississippi is wasteful and irrational. The District Court pointed especially to the facts that Delta State and Mississippi Valley State are only 35 miles apart

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and that only 20 miles separate Mississippi State and Mississippi University for Women. 674 F. Supp., at 1563-1564. It was evident to the District Court that "the defendants undertake to fund more institutions of higher learning than are justified by the amount of financial resources available to the state," *id.*, at 1564, but the court concluded that such fiscal irresponsibility was a policy choice of the legislature rather than a feature of a system subject to constitutional scrutiny.

Unquestionably, a larger rather than a smaller number of institutions from which to choose in itself makes for different choices, particularly when examined in the light of other factors present in the operation of the system, such as admissions, program duplication, and institutional mission designations. Though certainly closure of one or more institutions would decrease the discriminatory effects of the present system, see, e. g., *United States v. Louisiana*, 718 F. Supp. 499, 514 (E.D. La. 1989), based on the present record we are unable to say whether such action is constitutionally required.<sup>11</sup> Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary. However, on remand this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself affects student choice and perpetuates the segregated higher education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practicably closed or merged with other existing institutions.

Because the former *de jure* segregated system of public universities in Mississippi impeded the free choice of pro-

<sup>11</sup> It should be noted that in correspondence with the board of trustees in 1978, an HEW official expressed the "overall objective" of the Plan to be "that a student's choice of institution or campus, henceforth, will be based on other than racial criteria." App. 205. The letter added that closure of a formerly *de jure* black institution "would create a presumption that a greater burden is being placed upon the black students and faculty in Mississippi." *Id.*, at 206.

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spective students, the State in dismantling that system must take the necessary steps to ensure that this choice now is truly free. The full range of policies and practices must be examined with this duty in mind. That an institution is predominantly white or black does not in itself make out a constitutional violation. But surely the State may not leave in place policies rooted in its prior officially segregated system that serve to maintain the racial identifiability of its universities if those policies can practicably be eliminated without eroding sound educational policies.

If we understand private petitioners to press us to order the upgrading of Jackson State, Alcorn State, and Mississippi Valley State *solely* so that they may be publicly financed, exclusively black enclaves by private choice, we reject that request. The State provides these facilities for *all* its citizens and it has not met its burden under *Brown* to take affirmative steps to dismantle its prior *de jure* system when it perpetuates a separate, but "more equal" one. Whether such an increase in funding is necessary to achieve a full dismantlement under the standards we have outlined, however, is a different question, and one that must be addressed on remand.

Because the District Court and the Court of Appeals failed to consider the State's duties in their proper light, the cases must be remanded. To the extent that the State has not met its affirmative obligation to dismantle its prior dual system, it shall be adjudged in violation of the Constitution and Title VI and remedial proceedings shall be conducted. The decision of the Court of Appeals is vacated, and the cases are remanded for further proceedings consistent with this opinion.

*It is so ordered.*

JUSTICE O'CONNOR, concurring.

I join the opinion of the Court, which requires public universities, like public elementary and secondary schools, to

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affirmatively dismantle their prior *de jure* segregation in order to create an environment free of racial discrimination and to make aggrieved individuals whole. See *Brown v. Board of Education*, 349 U.S. 294, 299 (1955); *Milliken v. Bradley*, 418 U.S. 717, 746 (1974). I write separately to emphasize that it is Mississippi's burden to prove that it has undone its prior segregation, and that the circumstances in which a State may maintain a policy or practice traceable to *de jure* segregation that has segregative effects are narrow. In light of the State's long history of discrimination, and the lost educational and career opportunities and stigmatic harms caused by discriminatory educational systems, see *Brown v. Board of Education*, 347 U.S. 483, 494 (1954); *Sweatt v. Painter*, 339 U.S. 629, 634-635 (1950); *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U.S. 637, 640-641 (1950), the courts below must carefully examine Mississippi's proffered justifications for maintaining a remnant of *de jure* segregation to ensure that such rationales do not merely mask the perpetuation of discriminatory practices. Where the State can accomplish legitimate educational objectives through less segregative means, the courts may infer lack of good faith; "at the least it places a heavy burden upon the [State] to explain its preference for an apparently less effective method." *Green v. School Bd. of New Kent County*, 391 U.S. 430, 439 (1968). In my view, it also follows from the State's obligation to prove that it has "take[n] all steps" to eliminate policies and practices traceable to *de jure* segregation, *Freeman v. Pitts*, 503 U.S. 467, 485 (1992), that if the State shows that maintenance of certain remnants of its prior system is essential to accomplish its legitimate goals, then it still must prove that it has counteracted and minimized the segregative impact of such policies to the extent possible. Only by eliminating a remnant that unnecessarily continues to foster segregation or by negating insofar as possible its segregative impact can the State satisfy its

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constitutional obligation to dismantle the discriminatory system that should, by now, be only a distant memory.

JUSTICE THOMAS, concurring.

"We must rally to the defense of our schools. We must repudiate this unbearable assumption of the right to kill institutions unless they conform to one narrow standard." Du Bois, *Schools*, 13 *The Crisis* 111, 112 (1917).

I agree with the Court that a State does not satisfy its obligation to dismantle a dual system of higher education merely by adopting race-neutral policies for the future administration of that system. Today, we hold that "[i]f policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices." *Ante*, at 729. I agree that this statement defines the appropriate standard to apply in the higher education context. I write separately to emphasize that this standard is far different from the one adopted to govern the grade-school context in *Green v. School Bd. of New Kent County*, 391 U.S. 430 (1968), and its progeny. In particular, because it does not compel the elimination of all observed racial imbalance, it portends neither the destruction of historically black colleges nor the severing of those institutions from their distinctive histories and traditions.

In *Green*, we held that the adoption of a freedom-of-choice plan does not satisfy the obligations of a formerly *de jure* grade-school system should the plan fail to decrease, if not eliminate, the racial imbalance within that system. See *id.*, at 441. Although racial imbalance does not itself establish a violation of the Constitution, our decisions following *Green* indulged the presumption, often irrebuttable in practice, that a presently observed imbalance has been proximately caused by intentional state action during the prior *de jure* era. See, e.g., *Dayton Bd. of Ed. v. Brinkman*, 443 U.S. 526, 537 (1979); *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189,

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211 (1973). As a result, we have repeatedly authorized the district courts to reassign students, despite the operation of facially neutral assignment policies, in order to eliminate or decrease observed racial imbalances. See, e.g., *Swann v. Charlotte-Mecklenburg Bd. of Ed.*, 402 U. S. 1, 22–31 (1971); *Green*, *supra*, at 442, n. 6.

Whatever the merit of this approach in the grade-school context, it is quite plainly not the approach that we adopt today to govern the higher education context. We explicitly reject the use of remedies as “radical” as student reassignment—i.e., “remedies akin to those upheld in *Green*.” *Ante*, at 730, n. 4; see also *ante*, at 728–729. Of necessity, then, we focus on the specific *policies* alleged to produce racial imbalance, rather than on the *imbalance* itself. Thus, a plaintiff cannot obtain relief merely by identifying a persistent racial imbalance, because the district court cannot provide a reassignment remedy designed to eliminate that imbalance directly. Plaintiffs are likely to be able to identify, as these plaintiffs have identified, specific policies traceable to the *de jure* era that continue to produce a current racial imbalance. As a practical matter, then, the district courts administering our standard will spend their time determining whether such policies have been adequately justified—a far narrower, more manageable task than that imposed under *Green*.

A challenged policy does not survive under the standard we announce today if it began during the prior *de jure* era, produces adverse impacts, and persists without sound educational justification. When each of these elements has been met, I believe, we are justified in not requiring proof of a present specific intent to discriminate. It is safe to assume that a policy adopted during the *de jure* era, if it produces segregative effects, reflects a discriminatory intent. As long as that intent remains, of course, such a policy cannot continue. And given an initially tainted policy, it is eminently reasonable to make the State bear the risk of nonpersuasion with respect to intent at some future time, both be-



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cause the State has created the dispute through its own prior unlawful conduct, see, *e. g.*, *Keyes, supra*, at 209–210, and because discriminatory intent does tend to persist through time, see, *e. g.*, *Hazelwood School Dist. v. United States*, 433 U. S. 299, 309–310, n. 15 (1977). Although we do not formulate our standard in terms of a burden shift with respect to intent, the factors we do consider—the historical background of the policy, the degree of its adverse impact, and the plausibility of any justification asserted in its defense—are precisely those factors that go into determining intent under *Washington v. Davis*, 426 U. S. 229 (1976). See, *e. g.*, *Arlington Heights v. Metropolitan Housing Development Corp.*, 429 U. S. 252, 266–267 (1977). Thus, if a policy remains in force, without adequate justification and despite tainted roots and segregative effect, it appears clear—clear enough to presume conclusively—that the State has failed to disprove discriminatory intent.

We have no occasion to elaborate upon what constitutes an adequate justification. Under *Green*, we have recognized that an otherwise unconstitutional policy may be justified if it serves “important and legitimate ends,” *Dayton, supra*, at 538, or if its elimination is not “practicable,” *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U. S. 237, 250 (1991). As JUSTICE SCALIA points out, see *post*, at 753–754, our standard appears to mirror these formulations rather closely. Nonetheless, I find most encouraging the Court’s emphasis on “sound educational practices,” *ante*, at 729 (emphasis added); see also, *e. g.*, *ante*, at 731 (“sound educational justification”); *ante*, at 736 (“sound educational policy”). From the beginning, we have recognized that desegregation remedies cannot be designed to ensure the elimination of any remnant at any price, but rather must display “a practical flexibility” and “a facility for adjusting and reconciling public and private needs.” *Brown v. Board of Education*, 349 U. S. 294, 300 (1955). Quite obviously, one compelling need to be considered is the educational need of the present and

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future *students* in the Mississippi university system, for whose benefit the remedies will be crafted.

In particular, we do not foreclose the possibility that there exists "sound educational justification" for maintaining historically black colleges *as such*. Despite the shameful history of state-enforced segregation, these institutions have survived and flourished. Indeed, they have expanded as opportunities for blacks to enter historically white institutions have expanded. Between 1954 and 1980, for example, enrollment at historically black colleges increased from 70,000 to 200,000 students, while degrees awarded increased from 13,000 to 32,000. See S. Hill, National Center for Education Statistics, *The Traditionally Black Institutions of Higher Education 1860 to 1982*, pp. xiv-xv (1985). These accomplishments have not gone unnoticed:

"The colleges founded for Negroes are both a source of pride to blacks who have attended them and a source of hope to black families who want the benefits of higher learning for their children. They have exercised leadership in developing educational opportunities for young blacks at all levels of instruction, and, especially in the South, they are still regarded as key institutions for enhancing the general quality of the lives of black Americans." Carnegie Commission on Higher Education, *From Isolation to Mainstream: Problems of the Colleges Founded for Negroes* 11 (1971).

I think it undisputable that these institutions have succeeded in part because of their distinctive histories and traditions; for many, historically black colleges have become "a symbol of the highest attainments of black culture." J. Preer, *Lawyers v. Educators: Black Colleges and Desegregation in Public Higher Education* 2 (1982). Obviously, a State cannot maintain such traditions by closing particular institutions, historically white or historically black, to particular racial groups. Nonetheless, it hardly follows that a

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State cannot operate a diverse assortment of institutions—including historically black institutions—open to all on a race-neutral basis, but with established traditions and programs that might disproportionately appeal to one race or another. No one, I imagine, would argue that such institutional *diversity* is without “sound educational justification,” or that it is even remotely akin to program *duplication*, which is designed to separate the races for the sake of separating the races. The Court at least hints at the importance of this value when it distinguishes *Green* in part on the ground that colleges and universities “are not fungible.” *Ante*, at 729. Although I agree that a State is not constitutionally *required* to maintain its historically black institutions as such, see *ante*, at 743, I do not understand our opinion to hold that a State is *forbidden* to do so. It would be ironic, to say the least, if the institutions that sustained blacks during segregation were themselves destroyed in an effort to combat its vestiges.

JUSTICE SCALIA, concurring in the judgment in part and dissenting in part.

With some of what the Court says today, I agree. I agree, of course, that the Constitution compels Mississippi to remove all discriminatory barriers to its state-funded universities. *Brown v. Board of Education*, 347 U. S. 483 (1954) (*Brown I*). I agree that the Constitution does not compel Mississippi to remedy funding disparities between its historically black institutions (HBI's) and historically white institutions (HWI's). And I agree that Mississippi's American College Testing Program (ACT) requirements need further review. I reject, however, the effectively unsustainable burden the Court imposes on Mississippi, and all States that formerly operated segregated universities, to demonstrate compliance with *Brown I*. That requirement, which resembles what we prescribed for primary and secondary schools in *Green v. School Bd. of New Kent County*, 391 U. S. 430

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(1968), has no proper application in the context of higher education, provides no genuine guidance to States and lower courts, and is as likely to subvert as to promote the interests of those citizens on whose behalf the present suit was brought.

## I

Before evaluating the Court's handiwork, it is no small task simply to comprehend it. The Court sets forth not one, but seemingly two different tests for ascertaining compliance with *Brown I*—though in the last analysis they come to the same. The Court initially announces the following test, in Part III of its opinion: All policies (i) “traceable to [the State’s] prior [*de jure*] system” (ii) “that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—” must be eliminated (iii) to the extent “practicabl[e]” and (iv) consistent with “sound educational” practices. *Ante*, at 731. When the Court comes to applying its test, however, in Part IV of the opinion, “influencing student enrollment decisions” is not merely one example of a “segregative effect[ive],” but is elevated to an independent and essential requirement of its own. The policies that must be eliminated are those that (i) are legacies of the dual system, (ii) “contribute to the racial identifiability” of the State’s universities (the same as (i) and (ii) in Part III), and, in addition, (iii) do so in a way that “substantially restrict[s] a person’s choice of which institution to enter.” *Ante*, at 733 (emphasis added). See also *ante*, at 734–735, 738–739, 741–743.

What the Court means by “substantially restrict[ing] a person’s choice of which institution to enter” is not clear. During the course of the discussion in Part IV the requirement changes from one of strong coercion (“substantially restrict,” *ante*, at 733, “interfere,” *ante*, at 741), to one of middling pressure (“restrict,” *ante*, at 734, “limit,” *ante*, at 741), to one of slight inducement (“inherent[ly] self-select[ive],” *ante*, at 735, n. 9, “affect,” *ante*, at 739, 742). If words have any

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meaning, in this last stage of decrepitude the requirement is so frail that almost anything will overcome it. Even an open-admissions policy would fall short of ensuring that student choice is *unaffected* by state action. The Court's results also suggest that the "restricting choice" requirement is toothless. Nothing else would explain how it could be met by Mississippi's mission designations, program duplication, and operation of all eight formerly *de jure* colleges. Only a test aimed at state action that "affects" student choice could implicate policies such as these, which in no way *restrict* the decision where to attend college. (Indeed, program duplication and continuation of the eight schools have quite the opposite effect; they *multiply*, rather than restrict, limit, or impede the available choices.) At the end of the day, then, the Court dilutes this potentially useful concept to the point of such insignificance that it adds nothing to the Court's test except confusion. It will be a fertile source of litigation.

Almost as inscrutable in its operation as the "restricting choice" requirement is the requirement that challenged state practices perpetuate *de facto* segregation. That is "likely" met, the Court says, by Mississippi's mission designations. *Ante*, at 741. Yet surely it is apparent that by designating three colleges of the same prior disposition (HWTs) as the *only* comprehensive schools, Mississippi encouraged integration; and that the suggested alternative of elevating an HBI to comprehensive status (so that blacks could go there instead of to the HWTs) would have been an invitation to continuing segregation. See *Ayers v. Allain*, 674 F. Supp. 1523, 1562 (ND Miss. 1987) ("Approximately 30% of all black college students attending four-year colleges in the state attend one of the comprehensive universities"). It appears, moreover, that even if a particular practice does not, in isolation, rise to the minimal level of fostering segregation, it can be aggregated with other ones, and the *composite* condemned. See *ante*, at 739-740 ("by treating [the] issue [of program duplication] in isolation, the [district] court failed to consider the combined effects of unnecessary program duplication

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with other policies, such as differential admissions standards"); *ante*, at 741 ("[W]hen combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations . . . tend to perpetuate the segregated system"). It is interesting to speculate how university administrators are going to guess which practices a district judge will choose to aggregate; or how district judges are going to guess when disaggregation is lawful.

The Court appears to suggest that a practice that has been aggregated and condemned may be disaggregated and approved so long as it does not *itself* "perpetuat[e] the segregated higher education system," *ante*, at 742—which seems, of course, to negate the whole purpose of aggregating in the first place. The Court says:

"Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary. . . . [O]n remand this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself . . . perpetuates the segregated higher education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practicably closed or merged with other existing institutions." *Ibid.*

Perhaps the Court means, however, that even if retention of all eight institutions is found by itself *not* to "perpetuat[e] the segregated higher education system," it must *still* be found that such retention is "educationally justifiable," or that none of the institutions can be "practicably closed or merged." It is unclear.

Besides the ambiguities inherent in the "restricting choice" requirement and the requirement that the challenged state practice or practices perpetuate segregation, I am not sanguine that there will be comprehensible content to the to-be-defined-later (and, make no mistake about it, outcome-

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determinative) notions of “sound educational justification” and “impracticable elimination.” In short, except for the results that it produces in the present litigation (which are what they are because the Court says so), I have not the slightest idea how to apply the Court’s analysis—and I doubt whether anyone else will.

Whether one consults the Court’s description of what it purports to be doing, in Part III, *ante*, at 727–732, or what the Court actually does, in Part IV, *ante*, at 732–743, one must conclude that the Court is essentially applying to universities the amorphous standard adopted for primary and secondary schools in *Green v. School Bd. of New Kent County*, 391 U.S. 430 (1968). Like that case, today’s decision places upon the State the ordinarily unsustainable burden of proving the negative proposition that *it* is not responsible for extant racial disparity in enrollment. See *ante*, at 728. *Green* requires school boards to prove that racially identifiable schools are *not* the consequence of past or present discriminatory state action, *Swann v. Charlotte-Mecklenburg Bd. of Ed.*, 402 U.S. 1, 26 (1971); today’s opinion requires state university administrators to prove that racially identifiable schools are *not* the consequence of any practice or practices (in such impromptu “aggregation” as might strike the fancy of a district judge) held over from the prior *de jure* regime. This will imperil virtually any practice or program plaintiffs decide to challenge—just as *Green* has—so long as racial imbalance remains. And just as under *Green*, so also under today’s decision, the only practicable way of disproving that “existing racial identifiability is attributable to the State,” *ante*, at 728, is to eliminate extant segregation, *i. e.*, to assure racial proportionality in the schools. Failing that, the State’s only defense will be to establish an excuse for each challenged practice—either impracticability of elimination, which is also a theoretical excuse under the *Green* regime, see *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U.S. 237, 249–250 (1991),



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or sound educational value, which (presumably) is not much different from the “important and legitimate ends” excuse available under *Green*, see *Dayton Bd. of Ed. v. Brinkman*, 443 U.S. 526, 538 (1979).

## II

Application of the standard (or standards) announced today has no justification in precedent, and in fact runs contrary to a case decided six years ago, see *Bazemore v. Friday*, 478 U.S. 385 (1986). The Court relies primarily upon citations of *Green* and other primary and secondary school cases. But those decisions left open the question whether *Green* merits application in the distinct context of higher education. Beyond that, the Court relies on *Brown I, Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413 (1956) (*per curiam*), and *Gilmore v. City of Montgomery*, 417 U.S. 556 (1974). That reliance also is mistaken.

The constitutional evil of the “separate but equal” regime that we confronted in *Brown I* was that blacks were told to go to one set of schools, whites to another. See *Plessy v. Ferguson*, 163 U.S. 537 (1896). What made this “even-handed” racial partitioning offensive to equal protection was its implicit stigmatization of minority students: “To separate [black students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.” *Brown I*, 347 U.S., at 494. In the context of higher education, a context in which students decide whether to attend school and if so where, the only unconstitutional derivations of that bygone system are those that limit access on discriminatory bases; for only they have the potential to generate the harm *Brown I* condemned, and only they have the potential to deny students equal access to the best public education a State has to offer. Legacies of the dual system that permit (or even incidentally facilitate) free choice of racially

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identifiable schools—while still assuring each individual student the right to attend *whatever* school he wishes—do not have these consequences.

Our decisions immediately following *Brown I* also fail to sustain the Court's approach. They, too, suggest that former *de jure* States have one duty: to eliminate discriminatory obstacles to admission. *Brown v. Board of Education*, 349 U. S. 294 (1955) (*Brown II*), requires States "to achieve a system of determining admission to the public schools on a nonracial basis," *id.*, at 300–301, as do other cases of that era, see, e. g., *Cooper v. Aaron*, 358 U. S. 1, 7 (1958); *Goss v. Board of Ed. of Knoxville*, 373 U. S. 683, 687 (1963).

Nor do *Hawkins* or *Gilmore* support what the Court has done. *Hawkins* involved a segregated graduate school, to be sure. But our one-paragraph *per curiam* opinion supports nothing more than what I have said: The duty to dismantle means the duty to establish nondiscriminatory admissions criteria. See 350 U. S., at 414 ("He is entitled to prompt admission under the rules and regulations applicable to other qualified candidates"). Establishment of neutral admissions standards, not the eradication of all "policies traceable to the *de jure* system . . . hav[ing] discriminatory effects," *ante*, at 729, is what *Hawkins* is about. Finally, *Gilmore*, quite simply, is inapposite. All that we did there was uphold an order enjoining a city from granting exclusive access to its parks and recreational facilities to segregated private schools and to groups affiliated with such schools. 417 U. S., at 569. Notably, in the one case that does bear proximately on today's decision, *Bazemore*, *supra*, we declined to apply *Gilmore*. See *Bazemore*, *supra*, at 408 (WHITE, J., concurring) ("Our cases requiring parks and the like to be desegregated lend no support for requiring more than what has been done in this case").

If we are looking to precedent to guide us in the context of higher education, we need not go back 38 years to *Brown I*, read between the lines of *Hawkins*, or conjure authority

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(*Gilmore*) that does not exist. In *Bazemore v. Friday*, *supra*, we addressed a dispute parallel in all relevant respects to this one. At issue there was state financing of 4-H and Homemaker youth clubs by the North Carolina Agricultural Extension Service, a division of North Carolina State University. In the *Plessy* era, club affiliations had been dictated by race; after 1964, they were governed by neutral criteria. Yet “there were a great many all-white and all-black clubs” at the time suit was filed. 478 U.S., at 407. We nonetheless declined to adopt *Green*’s requirement that “affirmative action [be taken] to integrate” once segregated-by-law/still segregated-in-fact state institutions. 478 U.S., at 408. We confined *Green* to primary and secondary public schools, where “schoolchildren must go to school” and where “school boards customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend.” 478 U.S. at 408. “[T]his case,” we said, “presents no current violation of the Fourteenth Amendment since the Service has discontinued its prior discriminatory practices and has adopted a wholly neutral admissions policy. The mere continued existence of single-race clubs does not make out a constitutional violation.” *Ibid*.

The Court asserts that we reached the result we did in *Bazemore* “only after satisfying ourselves that the State had not fostered segregation by playing a part in the decision of which club an individual chose to join,” *ante*, at 731—implying that we assured ourselves there, as the Court insists we must do here, that none of the State’s practices carried over from *de jure* days incidentally played a part in the decision of which club an individual chose to join. We did no such thing. An accurate description of *Bazemore* was set forth in *Richmond v. J. A. Croson Co.*, 488 U.S. 469 (1989): “mere existence of single-race clubs . . . cannot create a duty to integrate,” we said *Bazemore* held, “in absence of *evidence of exclusion by race*,” 488 U.S., at 503 (emphasis added)—

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not “in absence of evidence of state action playing a part in the decision of which club an individual chose to join.” The only thing we “satisfied ourselves” about in *Bazemore* was that the club members’ choices were “wholly voluntary and unfettered,” 478 U. S., at 407—which does not mean the State “play[ed] [no] part in the decision of which club an individual chose to join,” however much the Court may mush the concepts together today. It is, on the face of things, entirely unbelievable that the previously established characteristics of the various all-white and all-black 4-H Clubs (where each of them met, for example) did not even play a part in young people’s decisions of which club to join.

*Bazemore*’s standard for dismantling a dual system ought to control here: discontinuation of discriminatory practices and adoption of a neutral admissions policy. To use *Green* nomenclature, modern racial imbalance remains a “vestige” of past segregative practices in Mississippi’s universities, in that the previously mandated racial identification continues to affect where students choose to enroll—just as it surely affected which clubs students chose to join in *Bazemore*. We tolerated this vestigial effect in *Bazemore*, squarely rejecting the view that the State was obliged to correct “the racial segregation resulting from [its prior] practice[s].” 478 U. S., at 417 (Brennan, J., dissenting in part). And we declined to require the State, as the Court has today, to prove that no holdover practices of the *de jure* system, *e. g.*, program offerings in the different clubs, played a role in the students’ decisions of which clubs to join. If that analysis was correct six years ago in *Bazemore*, and I think it was, it must govern here as well. Like the club attendance in *Bazemore* (and unlike the school attendance in *Green*), attending college is voluntary, not a legal obligation, and which institution particular students attend is determined by their own choice, not by “school boards [who] customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend.” *Baze-*

## Opinion of SCALIA, J.

*more, supra*, at 408. Indeed, *Bazemore* was a more appealing case than these for adhering to the *Green* approach, since the 4-H Clubs served students similar in age to those in *Green*, and had been “organized in the public schools” until the early 1960’s. 478 U.S., at 417.

It is my view that the requirement of compelled integration (whether by student assignment, as in *Green* itself, or by elimination of nonintegrated options, as the Court today effectively decrees) does not apply to higher education. Only one aspect of a historically segregated university system need be eliminated: discriminatory admissions standards. The burden is upon the formerly *de jure* system to show that that has been achieved. Once that has been done, however, it is not just unprecedented, but illogical as well, to establish that former *de jure* States continue to deny equal protection of the law to students whose choices among public university offerings are unimpeded by discriminatory barriers. Unless one takes the position that *Brown I* required States not only to provide equal access to their universities but also to correct lingering disparities between them, that is, to remedy institutional noncompliance with the “equal” requirement of *Plessy*, a State is in compliance with *Brown I* once it establishes that it has dismantled all discriminatory barriers to its public universities. Having done that, a State is free to govern its public institutions of higher learning as it will, unless it is convicted of discriminating anew—which requires both discriminatory intent and discriminatory causation. See *Washington v. Davis*, 426 U.S. 229 (1976).

That analysis brings me to agree with the judgment that the Court of Appeals must be reversed in part—for the reason (quite different from the Court’s) that Mississippi has not borne the burden of demonstrating that intentionally discriminatory admissions standards have been eliminated. It has been established that Mississippi originally adopted ACT assessments as an admissions criterion because that was an effective means of excluding blacks from the HWT’s. See

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*Ayers v. Allain*, 674 F. Supp., at 1555; *Ayers v. Allain*, 914 F. 2d 676, 690 (CA5 1990) (en banc). Given that finding, the District Court should have required Mississippi to prove that its continued use of ACT requirements does not have a racially exclusionary purpose and effect—a not insubstantial task, see *Freeman v. Pitts*, 503 U. S. 467, 503 (SCALIA, J., concurring).

## III

I must add a few words about the unanticipated consequences of today's decision. Among petitioners' contentions is the claim that the Constitution requires Mississippi to correct funding disparities between its HBI's and HWI's. The Court rejects that, see *ante*, at 743—as I think it should, since it is students and not colleges that are guaranteed equal protection of the laws. See *Sweatt v. Painter*, 339 U. S. 629, 635 (1950); *Missouri ex rel. Gaines v. Canada*, 305 U. S. 337, 351 (1938). But to say that the Constitution does not *require* equal funding is not to say that the Constitution *prohibits* it. The citizens of a State may conclude that if certain of their public educational institutions are used predominantly by whites and others predominantly by blacks, it is desirable to fund those institutions more or less equally.

Ironically enough, however, today's decision seems to prevent adoption of such a conscious policy. What the Court says about duplicate programs is as true of equal funding: The requirement “was part and parcel of the prior dual system.” *Ante*, at 738. Moreover, equal funding, like program duplication, facilitates continued segregation—enabling students to attend schools where their own race predominates without paying a penalty in the quality of education. Nor could such an equal-funding policy be saved on the basis that it serves what the Court calls a “sound educational justification.” The only conceivable *educational* value it furthers is that of fostering schools in which blacks receive their education in a “majority” setting; but to acknowledge that as a “value” would contradict the compulsory-integration philoso-

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phy that underlies *Green*. Just as vulnerable, of course, would be all other programs that have the effect of facilitating the continued existence of predominantly black institutions: elevating an HBI to comprehensive status (but see *ante*, at 740–741, where the Court inexplicably suggests that this action may be required); offering a so-called Afrocentric curriculum, as has been done recently on an experimental basis in some secondary and primary schools, see Jarvis, *Brown* and the Afrocentric Curriculum, 101 Yale L. J. 1285, 1287, and n. 12 (1992); preserving eight separate universities, see *ante*, at 741–742, which is perhaps Mississippi's single policy most segregative in effect; or providing funding for HBI's as HBI's, see 20 U.S.C. §§ 1060–1063c, which does just that.

But this predictable impairment of HBI's should come as no surprise: for incidentally facilitating—indeed, even tolerating—the continued existence of HBI's is not what the Court's test is about, and has never been what *Green* is about. See *Green*, 391 U.S., at 442 (“The Board must be required to formulate a new plan and . . . fashion steps which promise realistically to convert promptly to a system without a ‘white’ school and a ‘Negro’ school”) (footnote omitted). What the Court's test is designed to achieve is the elimination of predominantly black institutions. While that may be good social policy, the present petitioners, I suspect, would not agree; and there is much to be said for the Court of Appeals' perception in *Ayers*, 914 F.2d, at 687, that “if no [state] authority exists to deny [the student] the right to attend the institution of his choice, he is done a severe disservice by remedies which, in seeking to maximize integration, minimize diversity and vitiate his choices.” But whether or not the Court's antagonism to unintegrated schooling is good policy, it is assuredly not good constitutional law. There is nothing unconstitutional about a “black” school in the sense, not of a school that blacks *must* attend and that whites *cannot*, but of a school that, as a consequence of private choice



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in residence or in school selection, contains, and has long contained, a large black majority. See *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U. S. 637, 641 (1950). (The Court says this, see *ante*, at 743, but does not appear to mean it, see *ante*, at 730, n. 4.) In a perverse way, in fact, the insistence, whether explicit or implicit, that such institutions not be permitted to endure perpetuates the very stigma of black inferiority that *Brown I* sought to destroy. Not only Mississippi, but Congress itself, seems out of step with the drum that the Court beats today, judging by its passage of an Act entitled “Strengthening Historically Black Colleges and Universities,” which authorizes the Education Department to provide money grants to historically black colleges. 20 U. S. C. §§ 1060–1063c. The implementing regulations designate Alcorn State University, Jackson State University, and Mississippi Valley State University as eligible recipients. See 34 CFR § 608.2(b) (1991).

\* \* \*

The Court was asked to decide today whether, in the provision of university education, a State satisfies its duty under *Brown I* by removing discriminatory barriers to admissions. That question required us to choose between the standards established in *Green* and *Bazemore*, both of which involved (as, for the most part, this does) free-choice plans that failed to end *de facto* segregation. Once the confusion engendered by the Court’s something-for-all, guidance-to-none opinion has been dissipated, compare *ante*, at 744–745 (O’CONNOR, J., concurring), with *ante*, at 747–749 (THOMAS, J., concurring), it will become apparent that, essentially, the Court has adopted *Green*.

I would not predict, however, that today’s opinion will succeed in producing the same result as *Green*—viz., compelling the States to compel racial “balance” in their schools—because of several practical imperfections: because the Court deprives district judges of the most efficient (and perhaps

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the only effective) *Green* remedy, mandatory student assignment, see *ante*, at 730, n. 4; because some contradictory elements of the opinion (its suggestion, for example, that Mississippi's mission designations foster, rather than deter, segregation) will prevent clarity of application; and because the virtually standardless discretion conferred upon district judges (see Part I, *supra*) will permit them to do pretty much what they please. What I do predict is a number of years of litigation-driven confusion and destabilization in the university systems of all the formerly *de jure* States, that will benefit neither blacks nor whites, neither predominantly black institutions nor predominantly white ones. Nothing good will come of this judicially ordained turmoil, except the public recognition that any court that would knowingly impose it must hate segregation. We must find some other way of making that point.

**STATE OF FLORIDA**  
**BOARD OF GOVERNORS**  
**Request for Proposal**  
**Intent To Submit Proposal**

\*\*\*\*\*

**COMPLETE AND RETURN THIS FORM**

\*\*\*\*\*

Proposal Number: RFP 2015-03

Title: FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY

Date & Time Proposal Due: JUNE 5, 2014 @ 2:00 PM Eastern Time (ET)

Potential Proposers should notify the Board of Governors via the Florida Department of Education, Bureau of Contracts, Grants and Procurement Management Services by returning this Intent to Submit Proposal Form as soon as possible after downloading. Complete the information below and send **this sheet only** to fax number (850) 245-0719, mail to 332 Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400 or e-mail it to the below contact.

Company Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone: ( ) \_\_\_\_\_ Fax Number: ( ) \_\_\_\_\_

Internet E-Mail Address: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Department of Education contact person: Fran Shewan, [fran.shewan@fldoe.org](mailto:fran.shewan@fldoe.org), (850) 245-9884.

(Revised 02/06/2012)

**State of Florida  
Board of Governors**

**REQUEST FOR PROPOSAL**

**FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY**

**BID NUMBER: RFP 2015-03**

DEADLINE FOR TECHNICAL QUESTIONS: **MAY 16, 2014 by 12:00 P.M. EST**  
(There is no deadline for administrative questions)

**PROPOSALS ARE DUE BY: 2:00 P.M. EST on JUNE 5, 2014**

**ANTICIPATED POSTING OF INTENDED AWARD BEGINS  
June 16, 2014 and ENDS June 19, 2014**

**MAIL OR DELIVER PROPOSALS TO:**

Florida Department of Education  
Bureau of Contracts, Grants and Procurement  
Management Services  
325 West Gaines Street  
332 Turlington Building  
Tallahassee, Florida 32399-0400  
Attention: Fran Shewan  
Phone: (850) 245-9884

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**REQUEST FOR PROPOSAL  
STATE OF FLORIDA, BOARD OF GOVERNORS**

**FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY**

**BID NUMBER: RFP 2015-03**

**SECTION 1 –INSTRUCTIONS**

**1.0 GENERAL INSTRUCTIONS TO PROPOSER**

This section contains instructions explaining the solicitation process and the actions necessary to respond. General Instructions to Respondent (Form PUR 1001 – incorporated herein by reference) is a downloadable document which must be downloaded for review. This document need not be returned with the Proposer's Proposal. Form PUR 1001 may be accessed at [http://dms.myflorida.com/business\\_operations/state\\_purchasing](http://dms.myflorida.com/business_operations/state_purchasing) under "Documents, Forms, References and Resources".

In the event of any conflict between Form PUR 1001 and other instructions provided in this document, the additional instructions in this document shall take precedence over the Form PUR 1001 unless the conflicting term is required by any section of the Florida Statutes (F.S.), in which case the statutory requirements shall take precedence.

**SECTION 2 – CONTRACT CONDITIONS**

**2.0 GENERAL CONTRACT CONDITIONS**

Standard terms and conditions that will apply to the contract which results from the solicitation event are provided in this section. General Contract Conditions (Form PUR 1000 – incorporated herein by reference) is a downloadable document which must be downloaded for review. This document need not be returned with the Proposer's Proposal. Form PUR 1000 may be accessed at [http://dms.myflorida.com/business\\_operations/state\\_purchasing](http://dms.myflorida.com/business_operations/state_purchasing) under "Documents, Forms, References and Resources".

In the event of any conflict between the PUR 1000 form and any other Special Conditions, the Special Conditions shall take precedence over the PUR 1000 form unless the conflicting term in the PUR form is required by any section of the F.S., in which case the statutory requirements shall take precedence.

**SECTION 3 - INTRODUCTION**

**3.0 INTENT**

The Board of Governors (hereinafter referred to as the "Board") is soliciting written Proposals from qualified Proposers to establish a term contract of which the term is anticipated to begin upon execution of the contract and be effective for nine (9) months thereafter. Award will be made to the responsible and responsive vendor that the Board determines will provide what is most advantageous to the state, taking into consideration price and other criteria set forth in this document.

The resulting contract may not be renewed.



### 3.1 PURPOSE

The Board is seeking to obtain the services of an independent non-Florida based educational consultant to conduct an academic feasibility study of the Florida Agricultural and Mechanical University/Florida State University Joint College of Engineering (Joint College) that will analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two universities with respect to the College of Engineering, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. The study shall also include an analysis of statewide public and private postsecondary engineering program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels.

### 3.2 BACKGROUND

The Joint College was created by the Florida Board of Regents (the predecessor to the Board) in 1982 to meet the increasing demand for engineering graduates, to enhance the racial diversity of each university, and to address the underrepresentation of blacks and women in the field of engineering. The Joint College operates as a single college between the two universities pursuant to a Memorandum of Agreement (MOA). The MOA established a Joint Management Council consisting of the presidents, provosts/vice presidents for academic affairs and vice presidents for administration of the two universities. The Joint Management Council serves as the policy-making body for the Joint College. There is a single dean for the Joint College who reports through the two academic vice presidents to the Joint Management Council. Faculty members are employed by each university but are designated as "Joint College" faculty such that they are considered a faculty member of both universities for purposes of teaching, research and service, but not for tenure and promotion. Students are admitted to, and graduate, from their respective universities.

There is a common engineering curriculum at the Joint College specific to each engineering sub-field, including civil, mechanical, computer and other engineering specialties. All undergraduate degree programs meet the requirements for ABET accreditation. The establishment of new degree programs or termination of existing degree programs must be approved by the Board of Trustees of both universities, and doctoral programs must be approved by the Board of Governors.

Each university has responsibility for and obligations to support and maintain the operation of the Joint College, which uses business and support services of both universities. The Joint College is housed in a facility located in between the two main campuses of the universities in Tallahassee, Florida.

During the 2014 legislative session, an amendment was filed to the General Appropriations Act that, if enacted, would have provided funds to Florida State University (FSU) to establish a separate college of engineering. The Interim President of FSU expressed support for the proposal and the President of Florida Agricultural and Mechanical University expressed desire for the Joint College to remain intact. In lieu of the amendment, funds were appropriated to the Board to engage an independent non-Florida based organization to conduct as study as outlined above in Section 3.1.

### 3.3 DEFINITIONS

After the award, said Proposer will be referred to as the "Contractor". For the purpose of this document, the term "Proposer" means a potential Contractor acting on its own behalf and on behalf of those individuals, partnerships, firms, or corporations comprising the Proposer's team. The term "Proposal" means the complete response of the Proposer to the RFP, including properly completed forms and supporting documentation. The term "contract" refers to the agreement between the Board and the Contractor resulting from this RFP. A "responsive bid" is a Proposal submitted by a responsive and responsible vendor which conforms in all material respects to the solicitation.

"Deliverable" means a tangible, specific, quantifiable and measurable event or item that must be produced to complete a project or part of a project directly related to the scope of services.

### 3.4 SCHEDULE OF EVENTS

EVENT	DATE
Request for Proposal released	May 9, 2014
Questions due from prospective Proposers [Fax & E-mail (preferred) acceptable]	May 16, 2014 by 12:00 p.m.
Responses to questions due from the Board (date is on or about)	May 20, 2014
<b>PROPOSALS DUE (FAX &amp; E-MAIL NOT ACCEPTABLE)</b>	June 5, 2014 @ 2:00 p.m.
<b>TECHNICAL PROPOSALS OPENED</b>	June 5, 2014 @ 2:15 p.m.
Price Replies will be evaluated by the Bureau of Contracts, Grants and Procurement Management Services/Board of Governor's staff during the evaluation stage.	
The Evaluation Committee will evaluate the Technical Replies in Room 1605 Turlington Building	June 13, 2014 @ a time to be publically noticed on the Board of Governors website
Anticipated Posting of Intended Award (date is on or about)	June 16, 2014
Anticipated beginning of work	July 1, 2014

## SECTION 4 – SPECIAL INSTRUCTIONS

### 4.0 PRE-SOLICITATION CONFERENCE: A PRE-SOLICITATION CONFERENCE WILL NOT BE HELD.

### 4.1 SITE INSPECTION: A SITE INSPECTION WILL NOT BE HELD.

### 4.2 VISITOR'S PASS TO THE TURLINGTON BUILDING

Each visitor to the Turlington Building is required to sign in and obtain a Visitor's Pass at the security desk in the main lobby. Please allow at least 15 minutes prior to Proposal due time if hand-delivering the Proposal to the Bureau of Contracts, Grants and Procurement Management Services.

### 4.3 PROPOSAL QUESTIONS & ANSWERS

Any technical questions arising from this RFP must be forwarded, in writing, to the purchasing agent identified below. The Board's written response to written inquiries submitted timely by Proposers will be posted on the Florida Vendor Bid System (VBS) at [www.myflorida.com](http://www.myflorida.com) (click on Business, then click on Doing Business with the state, under Everything for Vendors and Customers, click on the Vendor Bid System, then Search Advertisement; select the Department of Education in the Agency drop down window and initiate search), under this Proposal number. It is the responsibility of all potential Proposers to monitor this site for any changing information prior to submitting a Proposal.

Only written inquiries from Proposers, which are submitted by the company's authorized representative, will be recognized by the Board as duly authorized expressions on behalf of the Proposers.

#### **WRITTEN QUESTIONS should be submitted to:**

Board of Governors via Florida Department of Education  
c/o Bureau of Contract, Grants and Procurement Management Services  
Attn: Fran Shewan

325 West Gaines Street, 332 Turlington Building  
 Tallahassee, Florida 32399-0400  
 E-mail Address (preferred): [fran.shewan@fldoe.org](mailto:fran.shewan@fldoe.org) or Fax No.: (850) 245-0719

#### 4.4 PROCUREMENT PROTESTS / NOTICE OF RIGHTS

Pursuant to F.S., Section 120.57(3) (b):

Any person who is adversely affected by the agency decision or intended decision shall file with the agency a notice of protest in writing within 72 hours after the posting of the notice of decision or intended decision. With respect to a protest of the terms, conditions, and specifications contained in a solicitation, including any provisions governing the methods for ranking bids, proposals, or replies, awarding contracts, reserving rights of further negotiation, or modifying or amending any contract, the notice of protest shall be filed in writing within 72 hours after the posting of the solicitation. The formal written protest shall be filed within ten (10) days after the date the notice of protest is filed. Failure to file a notice of protest or failure to file a formal written protest shall constitute a waiver of proceedings under this chapter. The formal written protest shall state with particularity the facts and law upon which the protest is based. Saturdays, Sundays, and state holidays shall be excluded in the computation of the 72-hour time periods provided by this paragraph.

Section 120.57(3)(a) provides:

Failure to file a protest within the time prescribed in section 120.57(3), F.S., or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, F.S."

Florida Administrative Code (F.A.C.) Rule 28-110.002(2) defines the term "decision or intended decision," and includes the solicitation terms (and any addenda), the award of the contract, and a rejection of all bids.

At the time of filing the Formal Written Protest, the protestor must also file a Protest Bond payable to the Board in an amount equal to 1 percent of the estimated contract amount. Section 287.042(2) (c), Florida Statutes, and F.A.C. Rule 28-110.005 contain further terms relating to the Protest Bond, including how to determine the estimated contract amount. In lieu of a Protest Bond, the Board will accept cashier's checks, official bank checks or money orders. The bond shall be conditioned upon the payment of all costs and charges that are adjudged against the protestor in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding.

The Notice of Protest, Formal Written Protest, and Protest Bond shall be filed with the issuing office as defined in **SECTION 4.3** above.

#### 4.5 ORAL INSTRUCTIONS / CHANGES TO THE REQUEST FOR PROPOSAL (ADDENDA)

No negotiations, decisions, or actions will be initiated or executed by a Proposer as a result of any oral discussions with a state employee. Only those communications which are in writing from the Board will be considered as a duly authorized expression on behalf of the Board.

Notice of changes (addenda) will be posted on the VBS, under this Proposal number. It is the responsibility of all potential Proposers to monitor this site for any changing information prior to submitting a Proposal.

#### 4.6 MODIFICATIONS, RESUBMITTAL AND WITHDRAWAL

Proposers may modify submitted Proposals at any time prior to the Proposal due date. Requests for modification of a submitted Proposal shall be in writing and must be signed by an authorized representative of the Proposer. Upon

receipt and acceptance of such a request, the entire Proposal will be returned to the Proposer and not considered unless resubmitted by the due date and time. Proposers may also send a change in a sealed envelope to be opened at the same time as the Proposal. The RFP number, opening date and time should appear on the envelope of the modified Proposal.

Unless specifically requested by the Board, any amendments, revisions, or alterations to Proposals will not be accepted after the closing for the receipt of Proposals.

#### **4.7 RESTRICTIONS ON COMMUNICATIONS WITH BOARD AND DEPARTMENT STAFF**

Proposers shall not communicate with any Board or Department staff concerning this RFP except for the Department contact person identified in **SECTION 4.3 PROPOSAL QUESTIONS AND ANSWERS** of this RFP. Only those communications which are in writing from the Board shall be considered as a duly authorized response on behalf of the Board. For violation of this provision, the Board reserves the right to reject a Proposer's Proposal.

Respondents to this solicitation or persons acting on their behalf may not contact, between the release of the solicitation and the end of the 72-hour period following the agency posting the notice of intended award, excluding Saturdays, Sundays, and state holidays, any employee or officer of the executive or legislative branch concerning any aspect of this solicitation, except in writing to the procurement officer or as provided in the solicitation documents. Violation of this provision may be grounds for rejecting a Proposal.

#### **4.8 CONFIDENTIAL, PROPRIETARY, OR TRADE SECRET MATERIAL**

The Board takes its public records responsibilities as provided under Chapter 119, F.S., and Article I, Section 24 of the Florida Constitution, very seriously. If Proposer considers any portion of the documents, data or records submitted in response to this solicitation to be confidential, trade secret or otherwise not subject to disclosure pursuant to Chapter 119, F.S., the Florida Constitution or other authority, Proposer must clearly mark and identify in its Proposal those portions which are confidential, trade secret or otherwise exempt. Proposer must also simultaneously provide the Board with a separate redacted copy of its Proposal. This redacted copy shall contain the Board's solicitation name, number, and the name of the Proposer on the cover, and shall be clearly titled "Redacted Copy." The Redacted Copy shall be provided to the Board at the same time Proposer submits its Proposal to the solicitation and must only exclude or obliterate those exact portions which are claimed confidential, proprietary, or trade secret, or otherwise exempt. **The Proposer shall also provide one (1) electronic copy (compact disc (CD), flash drive, etc.) of their Redacted Copy.**

Proposer shall be responsible for defending its determination that the redacted portions of its Proposal are confidential, trade secret or otherwise not subject to disclosure. Further, Proposer shall protect, defend, and indemnify the Board for any and all claims arising from or relating to Proposers' determination that the redacted portions of its Proposal are confidential, proprietary, trade secret or otherwise not subject to disclosure.

If Proposer fails to submit a Redacted Copy with its Proposal, the Board is authorized to produce the entire documents, data or records submitted by Proposer in answer to a public records request for these records.

#### **4.9 WITHDRAWAL OF A PROPOSAL**

A Proposer may withdraw a Proposal by written notice to the Board via the Department on or before the deadline specified for the receipt of Proposals in **SECTION 3.4 SCHEDULE OF EVENTS** of this RFP. Such written notice is to be submitted to the Issuing Office at the address specified in **SECTION 4.3 PROPOSAL QUESTIONS AND ANSWERS** of this RFP.

#### 4.10 CONDITIONS TO THE PROPOSAL

No conditions may be applied to any aspect of the RFP by the prospective Proposer. Any conditions placed on any aspect of the Proposal documents by the prospective Proposer may result in the Proposal being rejected as a conditional Proposal (see "RESPONSIVENESS OF PROPOSALS"). DO NOT WRITE IN CHANGES ON ANY RFP SHEET. The only recognized changes to the RFP prior to Proposal opening will be a written addenda issued by the Board.

#### 4.11 AWARD

As in the best interest of the state, the right is reserved to award based on **all or none, groups of services, or any combination** thereof, to a responsive, responsible Proposer. As in the best interest of the state, the right is reserved to reject any and/or all Proposals or to waive any minor irregularity in Proposals received. Conditions which may cause rejection of Proposals include, without limitation, evidence of collusion among Proposers, obvious lack of experience or expertise to perform the required work, failure to perform, or meet financial obligations on previous contracts.

### SECTION 5 – SPECIAL INSTRUCTIONS – PROPOSAL FORMAT & CONTENT

#### 5.0 PROPOSAL SUBMISSION

By submitting a Proposal, the Proposer represents that it understands and accepts the terms and conditions to be met and the character, quality and scope of services to be provided.

All Proposals and associated forms must be signed and dated in ink by a duly authorized representative of the Proposer.

Each Proposer must fully acquaint itself with the conditions relating to the performance of services under the conditions of this RFP.

All Proposal prices are to be submitted on the forms provided in this RFP. All Proposal prices must remain firm for thirty (30) days from date of Proposal Opening.

All Proposals and related documents submitted in response to this RFP shall become the property of the state.

#### 5.1 MAIL OR DELIVER PROPOSALS TO: (Do Not Fax or E-Mail)

Board of Governors via Florida Department of Education  
Bureau of Contracts, Grants and Procurement Management Services  
Attn: Fran Shewan  
325 West Gaines Street  
332 Turlington Building  
Tallahassee, Florida 32399-0400

#### 5.2 PRELIMINARY SUBMITTAL DOCUMENTS

**The absence of any of these documents may result in a determination that the Proposal is non-responsive and the Proposal may not be evaluated.** The Proposal forms furnished must be used when submitting the Proposal. Forms are to be filled out in ink or typewritten. **Submittal information shall consist of the following:**

**TRANSMITTAL LETTER (ON COMPANY LETTERHEAD)**

**WORK REFERENCES: (ATTACHMENT 5)**

**DISCLOSURE STATEMENT: (ATTACHMENT 3)**

**SIGNED ADDENDUM(S), IF APPLICABLE****PRICE SHEET: (ATTACHMENT 1)**

If applicable, a copy of the Certified small, minority-, women-, and service-disabled veteran business enterprise certificate from the Department of Management Services, Office of Supplier Diversity should be enclosed. Certification must be current at the time of the Proposal opening.

**5.3 TRANSMITTAL LETTER**

The Proposer shall provide a Transmittal Letter (on Company Letterhead) that contains the following:

- a statement certifying that the person signing the Proposal is authorized to represent the Proposer and bind the Proposer relative to all matters contained in the Proposer's Proposal
- the company's federal tax identification number
- a statement certifying that the Proposer has read, understands, and agrees to comply with all provisions of this RFP
- a statement certifying that the Proposer is authorized to conduct business in Florida in accordance with the provisions of Chapter 607, F.S. In lieu of such statement, the Proposer alternatively must certify that authorization to do business in Florida will be secured prior to the award of the contract.
- a statement certifying that the Proposer is registered on the MyFloridaMarketPlace website in accordance with the provisions by the state of Florida. In lieu of such statement, the Proposer must alternatively certify that such registration authorization will be completed prior to the award of the contract.
- a statement certifying that the Proposer has electronically registered a valid W-9 with the Department of Financial Services (DFS). DFS is ready to assist any vendors with questions, and vendors must submit their W-9 forms electronically at <https://flvendor.myfloridacfo.com>. Contact the DFS Customer Service Desk at (850) 413-5519 or [FLW9@myfloridacfo.com](mailto:FLW9@myfloridacfo.com) with any questions.

Failure of a Proposer to provide the above may result in a non-responsive determination by the Board. Proposals found to be non-responsive will not be considered, unless the non-compliance is waived, in the Board's discretion, as a minor irregularity.

**5.4 PROPOSAL FORMAT INSTRUCTIONS**

This section contains instructions that describe the required format for the Proposal. All Proposals submitted shall contain two parts and be marked as follows:

**PART I TECHNICAL PROPOSAL NUMBER RFP 2015-03**

**(One Separately Sealed Package for Technical)**

**PART II PRICE PROPOSAL NUMBER RFP 2015-03**

**(One Separately Sealed Package for Price)**

**THE SEPARATELY SEALED PACKAGES MAY BE MAILED TOGETHER IN ONE ENVELOPE OR BOX.**

**5.4.1 Technical Proposal (Part I) (7 hard copies)**  
**(Do not include price information in Part I)**

The Proposer must submit **two (2) originals in hard copy, five (5) hard copies and five (5) in electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Word 5.0 or higher, or Adobe Acrobat** of the Proposal which is to be divided into the sections described below. **SECTION 5.2 PRELIMINARY SUBMITTAL DOCUMENTS** must be included in the Technical Proposal portion of the Proposal. Since the Board will expect all Technical Proposals to be in this format, failure of the Proposer to follow this outline may result in the rejection of

the Technical Proposal. Technical Proposal must be submitted in a separate sealed package marked "TECHNICAL PROPOSAL NUMBER RFP 2015-03 ".

#### 1. EXECUTIVE SUMMARY

The Proposer shall provide an Executive Summary to be written in non-technical language to summarize the Proposer's overall capabilities and approaches for accomplishing the services specified herein. The Proposer is encouraged to limit the summary to no more than two (2) pages.

#### 2. PROPOSER'S MANAGEMENT PLAN

The Proposer shall provide a management plan which describes administration, management, key personnel and experience in conducting similar studies.

##### a. Administration and Management

The Proposer should include a description of the organizational structure and management style established and the methodology to be used to control costs, services reliability and to maintain schedules; as well as the means of coordination and communication between the organization and the Board Office. The Management Plan should also address the relevant experience in conducting studies similar to that sought in the Scope of Services described below in Section 7.0.

##### b. Identification of Key Personnel

The Proposer should provide the names of key personnel on the Proposer's team, as well as a resume for each individual proposed and a description of the functions and responsibilities of each key person relative to the task(s) to be performed. The approximate percent of time to be devoted exclusively for this project and to the assigned tasks should also be indicated. The Contractor must use the key personnel submitted in its Proposal. Changing key personnel without the Board's prior consent, which may be refused in its discretion, will be deemed a breach of the resulting agreement.

#### 3. PROPOSER'S TECHNICAL PLAN

The Proposer shall provide a technical plan which explains technical approach and facility capabilities.

##### a. Technical Approach

The Proposer should explain the approach, capabilities, and means to be used in accomplishing the tasks in the Scope of Services, and where significant development difficulties may be anticipated and resolved. Any specific techniques to be used should also be addressed.

##### b. Facility Capabilities

The Proposer should provide a description and location of the Proposer's facilities as they currently exist and as they will be employed for the purpose of this work.

#### 4. WORK PLAN

The Proposer shall provide a Work Plan which sets forth on an average the estimated staff-hours for each skill classification that will be utilized to perform the work required.



#### 5.4.2 **Price Proposal (Part II)** (7 hard copies)

The Proposer must submit **two (2) originals hard copy, five (5) hard copies, and five (5) electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Excel 5.0 or higher.** The Price Proposal information shall be submitted on the forms provided in the RFP. The Price Proposal information is to be submitted in a separate sealed package marked **"PRICE PROPOSAL NUMBER RFP 2015-03 "**.

#### **Presenting the Proposal**

The Proposal shall be limited to a page size of eight and one-half by eleven inches (8½" x 11"). Type size shall not be less than a 12 point font. The Proposal shall contain a table of contents, be typed single-spaced and have separate parts, each clearly labeled including page numbers. The information to be contained in each part is described in the above sections. The absence of information or the organization of information in a manner inconsistent with the requirements of this RFP may result in the rejection of the Proposal. Bindings and covers will be at the Proposer's discretion; however, **elaborate notebooks/hard back binders are discouraged.**

Unnecessarily elaborate brochures, artwork, expensive paper and expensive visual and other presentation aids are neither necessary nor desired. The overall response must be written in a concise manner, which is conducive to effective evaluation and product selection.

All proposed materials must be packaged so that each box of materials shipped to the Board does not exceed 25 pounds.

### **SECTION 6 – SPECIAL CONDITIONS**

#### **6.0 AUTHORIZED TO DO BUSINESS IN THE STATE OF FLORIDA**

Foreign corporations and foreign limited partnerships must be authorized to do business in the state of Florida. Such authorization and status should be obtained by the Proposal due date and time, but in any case, must be obtained prior to posting of the intended award. For authorization, contact:

Florida Department of State  
Tallahassee, Florida 32399  
(850) 245-6053

#### **6.1 LICENSED TO CONDUCT SERVICES IN THE STATE OF FLORIDA**

If the services being provided require that individuals be licensed by the Florida Department of Business and Professional Regulation or any other state or federal agency, such licenses should be obtained by the Proposal due date and time, but in any case, must be obtained prior to posting of the intended award. State licensing is not applicable for this solicitation.

#### **6.2 OTHER CONDITIONS**

Other conditions which may cause rejection of Proposals include, without limitation, evidence of collusion among Proposers, obvious lack of experience or expertise to perform the required work, failure to perform or meet financial obligations on previous contracts, failure to meet the requirement for the Contractor to be a non-Florida based entity, or information indicative of a past or present association with the Joint College or either university that could result in the inability to perform an independent, objective study.

**6.3 IDENTICAL EVALUATION OF PROPOSALS**

Whenever two (2) or more Proposals which are equal with respect to price, quality, and service are received, the Board will determine the order of award using the criteria established in 60A-1.011, F.A.C. The "Drug-Free Workplace Program Certification" can be found as Attachment '2'.

**6.4 DISCLOSURE STATEMENT**

The Disclosure Statement Form (Attachment '3') must be signed and submitted with the Proposal response.

**6.5 DIVERSITY IN CONTRACTING**

The state of Florida is committed to supporting its diverse business industry and population through ensuring participation by minority-, women-, and service-disabled veteran business enterprises in the economic life of the state. The state of Florida Mentor Protégé Program connects minority-, women-, and service-disabled veteran business enterprises with private corporations for business development mentoring. We strongly encourage firms doing business with the state of Florida to consider this initiative. For more information on the Mentor Protégé Program, please contact the Office of Supplier Diversity at (850) 487-0915.

The state is dedicated to fostering the continued development and economic growth of small, minority-, women-, and service-disabled veteran business enterprises. Participation by a diverse group of Vendors doing business with the state is central to this effort. To this end, small, minority-, women-, and service-disabled veteran business enterprises are encouraged to participate in the state's procurement process as both Contractors and sub-contractors in this solicitation.

Information on Certified Minority Business Enterprises (CMBE) and Certified Service-Disabled Veteran Business Enterprises (CSDVBE) is available from the Office of Supplier Diversity at [http://dms.myflorida.com/other\\_programs/office\\_of\\_supplier\\_diversity\\_osd/](http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd/).

**6.6 CONTRACTUAL OBLIGATIONS**

The Board's Contract Standard Terms and Conditions are incorporated in this RFP as Attachment '6' and will govern the relationship between the Board and the Contractor. Proposal(s) submitted by the successful Proposer(s) shall be incorporated into the final contract(s).

**6.7 METHOD OF PAYMENT**

Compensation and payment will be made in accordance with the terms and conditions of the contract. Travel expenses shall be reimbursed as part of the contract but are limited to the rates and conditions as authorized by Section 112.061, Florida Statutes.

**6.8 SUSPENDED VENDOR LIST**

A company placed on the Suspended Vendor List may not submit a Proposal or be awarded a contract to provide any goods or services pursuant to Rule 60A-1.006 F.A.C. The "Suspended Vendor List" is published at [www.myflorida.com](http://www.myflorida.com) under the category Business then Doing Business with the state.

**6.9 SUB-CONTRACTING**

This contract or any portion thereof, shall not be sub-contracted without the prior written approval of the Board. No sub-contract shall, under any circumstances, relieve the Contractor of their liability and obligation under this contract; and despite any such sub-contracting the Board shall deal through the Contractor, which shall retain the legal responsibility for performing the Contractor's obligations. All subcontractors must be identified in the Proposal, together with a description of the scope of services to be performed by such subcontractors.

The Contractor shall report any small, minority-, women-, and service-disabled veteran business enterprise Subcontractors who may be utilized in connection with this solicitation, identifying the Name, Address, Type of Certification and Dollar Amount on the Utilization Summary form, attached as Attachment "4". The contractor shall provide a list of subcontractors to the Board's contract manager upon execution of the Contract. If the Contractor does utilize any small, minority-, women-, and service-disabled veteran business enterprise Subcontractors, the Contractor shall provide the Utilization Summary form with each invoice submitted for payment. The form must be submitted with all invoices, regardless if funds have not been spent with a small, minority-, women-, and service-disabled veteran business enterprise Subcontractor for the period covered by the invoice. The DMS Office of Supplier Diversity will assist in furnishing names of qualified small, minority-, women-, and service-disabled veteran business enterprises. The Office of Supplier Diversity can be reached at (850) 487-0915; the Internet Web address is [http://dms.myflorida.com/other\\_programs/office\\_of\\_supplier\\_diversity\\_osd/](http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd/)

#### **6.10 SUBMISSION OF PROPOSALS BY SUBSIDIARIES OR AFFILIATES**

A Proposer, its subsidiaries, affiliates, or related entities shall be limited to one Proposal. Submission of more than one Proposal per activity by a Proposer will cause the rejection of all Proposals submitted by the Proposer. A subsidiary or affiliate of a prime Proposer may also be included as a subcontractor in another Proposer's Proposal.

#### **6.11 COSTS INCURRED IN RESPONDING**

This RFP does not commit the Board or any other public agency to pay any costs incurred by the Proposer in the submission of a Proposal or to make necessary studies or designs for the preparation thereof, nor to procure or contract for any articles or services.

#### **6.12 PROHIBITION OF GRATUITIES**

By submission of a Proposal, the Proposer certifies that no elected or appointed official or employee of the state of Florida has or will benefit financially or materially from this procurement. Any contract arising from this procurement may be terminated by the Board if it is determined that gratuities of any kind were either offered to or received by any of the aforementioned officials or employees from the Proposer or its agents or employees.

#### **6.13 INDEPENDENT PRICE DETERMINATION**

A Proposer shall not collude, consult, communicate, or agree with any other Proposer regarding this procurement as to any matter relating to the Proposer's Proposal.

#### **6.14 PERFORMANCE BOND**

A Performance Bond is not required for this project.

#### **6.15 PARTICIPATION IN FUTURE STAGES OF THIS PROJECT**

As stated in Chapter 287.057, F.S.

(18) A person who receives a contract that has not been procured pursuant to subsections (1) through (5) to perform a feasibility study of the potential implementation of a subsequent contract, who participates in the drafting of a solicitation or who develops a program for future implementation, is not eligible to contract with the agency for any other contracts dealing with that specific subject matter, and any firm in which such person has any interest is not eligible to receive such contract. However, this prohibition does not prevent a vendor who responds to a request for information from being eligible to contract with an agency.

**6.16 ACCESSIBLE ELECTRONIC INFORMATION TECHNOLOGY**

Proposers submitting Proposals to this solicitation must provide electronic and information technology resources in complete compliance with the accessibility standards provided in Sections 282.601-282.606, F.S., and Rule 60-8.002, F.A.C. These standards establish a minimum level of accessibility.

**SECTION 7 – SCOPE OF SERVICES****7.0 SCOPE OF SERVICES**

The Board is seeking to obtain the services of an independent non-Florida based consultant to analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two universities with respect to the Joint College, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. For each option, the study shall include, but not be limited to an analysis of:

- statewide engineering public and private postsecondary program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels, within the national context of trends in engineering and its various sub-fields,
- necessary faculty resources and personnel,
- the level of existing research and potential for future research,
- research revenues and expenditures,
- student admission requirements,
- existing student enrollment and projected enrollments for each option,
- student graduation rates and time-to-degree outcomes by enrolled institution compared to peer institutions,
- current and future infrastructure and facilities needs, including ancillary needs,
- operating budgetary projections for the next 10 years,
- capital budgetary projections for the next 10 years, and
- professional engineering accreditation and licensure concerns, including an estimate of the time required to gain any new accreditation.

1. An analysis of existing public and private postsecondary engineering program offerings at the baccalaureate and graduate levels in Florida and workforce demand, within the national context of trends in engineering and its various subfields:

Specifications: The report must include, but not be limited to:

- A description of undergraduate and graduate engineering program offerings for each institution within the State University System and for those institutions who are members of the Independent Colleges and Universities of Florida, or are licensed by the Commission on Independent Education, and current student enrollment for undergraduate and graduate level programs by race and gender.
- A determination of workforce demand in Florida for graduates of engineering programs at the undergraduate and graduate levels in light of current degree production and current employment opportunities.
- The identification of existing or emerging engineering program offerings not currently being offered by public or private postsecondary institutions in Florida.
- A description of the current national context for engineering, from the perspective of the demand for existing, evolving and emerging specialties and sub-fields, including multi- or inter-disciplinary fields, and

an identification of sub-fields or multi/interdisciplinary areas that can be reasonably expected to maintain or increase in demand over the next 10 years.

2. An analysis of the pros and cons of maintaining the Joint College as a single engineering college shared by the two universities:

Specifications: The report must include, but not be limited to:

- An examination of the original mission of the Joint College and whether the Joint College is fulfilling its mission and, if not, strategies that could be utilized to assist the Joint College in fulfilling its mission and an estimate of the associated costs to fulfill and enhance that mission.
- The number of faculty and administrative support personnel hired by each university for the Joint College for the preceding 10 years and the associated costs incurred by each university.
- The number of current faculty and administrative support personnel vacancies by university and anticipated associated costs.
- Student enrollments for undergraduate and graduate level programs, by race and gender for: the preceding 10 years; the 2014-2015 academic year, and as projected through the 2019-2020 academic year.
- A description of the student admission requirements for undergraduate and graduate level programs.
- A description of the student and faculty recruitment processes and efforts undertaken by each university over the preceding 10 years, and associated costs to recruit students and faculty.
- The level of existing research within the Joint College attributable to each university and the potential for future research.
- The level of research revenues and expenditures attributable to each university over the preceding 10 years.
- An analysis of current student graduation rates and time-to-degree outcomes by each university compared to peer institutions, as well as a reporting of trends in graduation rates and time-to-degree outcomes by each university over the past decade.
- A description of the current operating, capital infrastructure, and ancillary services costs attributable to each university.
- A projection of the operating, capital infrastructure, and ancillary services costs for the next 10 years.
- The number of graduates from each university that have passed the licensure examination administered by the Florida Board of Professional Engineers over the preceding 10 years.
- An explanation of any accreditation concerns associated with the Joint College.

3. An analysis of the pros and cons of developing differentiated engineering programs at each university;

Specifications: The report must include, but not be limited to:

- Whether, based upon the results of the workforce demand analysis described above, there is sufficient workforce need and student demand for the creation of two separate engineering colleges at the two universities.
- If workforce need and student demand exists, an analysis of the impact of separating the Joint College from the standpoint of accreditation with ABET and the Southern Association of Colleges and Schools, the impact on the students currently enrolled by each university in the Joint College, the impact on current faculty who have joint appointments, the impact on the ability of each university to provide a high quality

engineering education, the impact on utilization of the current facilities by each university, and the impact on the universities' recruitment efforts through the Challenger Learning Center and the continuation or discontinuation of that program.

- An estimate of the time required for each university to gain accreditation if discrete engineering programs are developed at each university.
- Identification of differentiated engineering programs that could be offered by each university, both undergraduate and graduate and whether such differential would be permissible under Title VI of the Civil Rights Act of 1964 and Supreme Court opinions interpreting that Act.
- An estimate of the costs associated with developing separate engineering colleges at the two universities. The estimate must include costs for faculty, administrative personnel, student support services, technology needs, capital infrastructure needs, ancillary services and any other operating expenses. The cost estimate should be projected for a 10-year period.
- A projected timeline and schedule of tasks or activities that would have to be completed in order to separate the existing Joint College and to establish two new colleges.

## 7.1 DELIVERABLES

The consultant will be required to meet with representatives of the Board of Governors, FAMU, FSU, and, if necessary, the United States Department of Education Office for Civil Rights, as part of the information-gathering process for conducting the analysis. This phase of the project, including the collection of all relevant information necessary to the analysis, should be accomplished by September 30, 2014. A draft study report is due to the Board of Governors by November 19, 2014, and the consultant will meet with representatives of the Board of Governors, FAMU, FSU, and, if necessary, the United States Department of Education Office for Civil Rights, to provide an opportunity for review and comment to the draft report. The final written report is due to the Board of Governors by December 19, 2014, and should be delivered electronically and also in hard-copy in the form of two (2) bound reports.

The consultant will be required to make a presentation on the report to the Board of Governors at a meeting to be held in January or February 2015. The consultant will also be required to make up to five (5) presentations on the report to the Florida Legislature prior to and/or during the 2015 legislative session.

Bi-weekly until completion of the project, the consultant will submit to the Contract Manager a description of activities accomplished during the prior two-week period and activities planned for the upcoming two weeks, and documentary evidence to support the work performed. The consultant will also hold, at a minimum, bi-weekly telephone calls with the Contract Manager and other Board staff as directed by the Contract Manager.

## 7.2 FINANCIAL CONSEQUENCES

The Contract Manager shall periodically review the progress made on the activities and deliverables listed above. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced number of hours for payment and or may contact the contractor for a replacement or terminate the contract.

## SECTION 8 – OPENING, EVALUATION AND AWARD

### 8.0 PROPOSAL OPENING

TECHNICAL PROPOSALS WILL BE OPENED BY THE BOARD via the DEPARTMENT'S BUREAU OF CONTRACTS, GRANTS AND PROCUREMENT MANAGEMENT SERVICES PERSONNEL AT 325 WEST GAINES STREET, 332 TURLINGTON BUILDING, TALLAHASSEE, FLORIDA, AS SPECIFIED IN SECTION 3.4 SCHEDULE OF EVENTS.

PRICE PROPOSALS (which have corresponding responsive Technical Proposals) WILL BE OPENED AS SPECIFIED IN SECTION 3.4 SCHEDULE OF EVENTS at 325 WEST GAINES STREET, 332 TURLINGTON BUILDING, TALLAHASSEE, FLORIDA.

### 8.1 EVALUATION PROCESS

An Evaluation Committee, hereinafter referred to as the "Committee", will be established to review and evaluate each Proposal submitted in response to this RFP. However, Proposals rejected due to non-compliance with terms and conditions of this RFP will not be evaluated. The Committee will be comprised of at least three persons with knowledge, background, experience, and/or professional credentials in relative service areas.

Each member of the Committee will be provided a copy of each Technical Proposal. Proposals will be evaluated on the criteria established in the section below entitled "Criteria for Evaluation" in order to assure that Proposals are uniformly rated. The Committee will assign points, utilizing the technical evaluation criteria identified herein and the Bureau of Contracts, Grants and Procurement Management Services will complete a technical summary. **Proposing firms must attain a score of seventy-two (72) points or higher on the Technical Proposal to be considered responsive. Should a Proposer receive fewer than seventy-two (72) points for their Technical Proposal score, the Price Proposal will not be opened.**

**The Bureau of Contracts, Grants and Procurement Management Services will open Price Proposals in accordance with Section 8.0, Proposal Openings.** The Project Manager/Committee will review and evaluate the Price Proposals and prepare a summary of its price evaluation. Points will be assigned based on price evaluation criteria identified herein.

During the process of evaluation, the Bureau of Contracts, Grants and Procurement Management Services will conduct examinations of Proposals for responsiveness to requirements of the RFP. Those determined to be non-responsive will be automatically rejected.

#### 8.1.1 Criteria for Evaluation

Proposals will be evaluated and graded in accordance with the criteria detailed below.

##### a. Technical Proposal     **(90 Points)**

Technical evaluation is the process of reviewing the Proposer's Executive Summary, Management Plan, Technical Plan and Work Plan for understanding of project, qualifications, approach and capabilities, to assure a quality product.

The following point system is established for scoring the Proposals:

The following criteria will be used to evaluate and rank Replies.



A) Executive Summary	N/A
B) Management Plan	20 points
C) Technical Plan	45 points
D) Work Plan	<u>25 points</u>
<b>Total</b>	<b>90 points</b>
E) Price	<u>10 points</u>
<b>Total</b>	<b>10 points</b>

Price analysis is conducted through the comparison of price quotations submitted.

The criteria for price evaluation shall be based upon the following formula:

$$\text{(Low Price/Proposer's Price)} \times \text{Price Points} = \text{Proposer's Awarded Points}$$

The total maximum number of points that can be earned in the evaluation process is 100 points.

The contract shall be awarded to the responsible and responsive vendor whose Proposal is determined in writing to be the most advantageous to the state, taking into consideration the price and the other criteria set forth in this RFP.

## 8.2 POSTING OF PROPOSAL TABULATION

The Proposal Tabulation will be posted at the Board via the Florida Department of Education, 325 West Gaines Street, 332 Turlington Building, Tallahassee, Florida and on the Florida Vendor Bid System at [http://fcn.state.fl.us/owa\\_vbs/owa/vbs\\_search.criteria\\_form](http://fcn.state.fl.us/owa_vbs/owa/vbs_search.criteria_form) as specified in **SECTION 3.4 SCHEDULE OF EVENTS**, and will remain posted for a period of seventy-two (72) hours.

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**Attachment '1'**  
**PROPOSER'S PRICE REPLY**

We propose to provide the services being solicited within the specifications of RFP 2015-03. All work shall be performed in accordance with this RFP, which has been reviewed and understood. **The below prices are all inclusive. Payment for services will be made based on the deliverables and dates specified. There shall be no additional costs charged for work performed under this RFP.**

**DESCRIPTION**

**Based on the Scope of Work being proposed, provide established deliverables, including evidence that will be provided to "prove" the deliverable was successfully completed. Note: Reports are not acceptable deliverables, however, they may be used as "proof" that the deliverable was successfully completed. If used, details of what report will contain must be provided.**

**YEAR 1**

<b>DELIVERABLE</b>	<b>EVIDENCE OF COMPLETION</b>	<b>DELIVERABLE COMPLETION DATE</b>	<b>PRICE</b>
July 15, 2014: Update on activities accomplished since contract signed, and plans specified for upcoming two weeks; July 29, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written page report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	7/29/2014	\$
August 12, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; August 26, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	8/26/2014	\$
September 9, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; September 23, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	9/23/2014	\$
October 7, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; October 21, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	10/21/2014	\$
November 4, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; November 19, 2014: Draft Online University Study and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc. Draft Study Report submitted to the Contract Manager and written report indicating plans for upcoming two weeks	11/19/2014	
December 2, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; December 19, 2014: Final Study Report	Final Study Report submitted to the Contract Manager	12/19/2014	\$

**Attachment '1'**  
**PROPOSER'S PRICE REPLY**

Presentation to the Board of Governors	Presentation of Final Report to Board of Governors at either the January or February 2015 board meeting.	January or February 2015	\$
Up to five presentations to the Florida Legislature	Presentation of Final Report to legislative committees and staff prior to and/or during the 2015 legislation session.	Through March 2015	\$
<b>* TOTAL COST</b>			<b>\$</b>

\* POINTS AWARDED WILL BE BASED ON THIS PRICE

**SIGN BELOW. UNSIGNED OFFERS WILL NOT BE CONSIDERED.**

**VENDOR NAME:** \_\_\_\_\_

**MAILING ADDRESS:** \_\_\_\_\_

**CITY/STATE/ZIP:** \_\_\_\_\_

**AUTHORIZED AGENT (typed):** \_\_\_\_\_

**AUTHORIZED AGENT (manual):** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **TELEPHONE:** \_\_\_\_\_ **FAX:** \_\_\_\_\_

**E-MAIL ADDRESS:** \_\_\_\_\_

**ATTACHMENT '2'****DRUG-FREE WORKPLACE****(will be considered in case of identical tie Proposals)**

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids which are equal with respect to price, quality, and service are received by the state or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

- 1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
- 2) Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
- 3) Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
- 4) In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
- 5) Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
- 6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

---

Vendor's Signature

## ATTACHMENT '3'

### DISCLOSURE STATEMENT

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#### PARTNERSHIP OR INDIVIDUAL

I hereby certify that I, if an individual, or each of us, if a partnership, doing business as \_\_\_\_\_  
(Name of Individual or Partnership)

(am)(is) not now involved in nor have I ever engaged in any private business venture or enterprise, directly or indirectly, with any current member of the Board of Governors, the Chancellor of the State University System, any Vice Chancellor, or any Associate Vice Chancellor within the Board of Governors.

I further certify that neither I, nor any partner, if a partnership, nor anyone acting in my or our behalf has requested that any of the above designated persons or any other employee of the Board of Governors exert any influence to secure the appointment of \_\_\_\_\_  
\_\_\_\_\_ under this proposed agreement.

(Name of Individual or Partnership)

(1) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

(1) If partnership, each partner must sign and execute.

\_\_\_\_\_  
Signature

---

#### COMPANY OR CORPORATION

I hereby certify that neither I nor any owner, officer, director, or shareholder of \_\_\_\_\_, a  
(Name of Corporation/Company)

\_\_\_\_\_ (1) corporation, authorized to do business in Florida, is presently involved in or has been (Name of State of Inc.)

engaged in any private business venture or enterprise, directly, or indirectly, with any current member of the Board of Governors, the Chancellor of the State University System, any Vice Chancellor, or any Associate Chancellor within the Board of Governors.

I further certify that neither I nor any owner, officer, director, or shareholder of this corporation or anyone acting on behalf of this corporation or any of its owners, officers, directors, or shareholders has requested that any of the above designated persons or any other employee of the Board of Governors exert any influence to secure the appointment of \_\_\_\_\_

\_\_\_\_\_ under this proposed agreement.

(Company)

(Corporation)

(2) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

(1) If company is not incorporated, insert "not incorporated" in this space.

(2) If incorporated, this statement is to be executed by same person who will execute contract, if awarded.

## ATTACHMENT '4'

## STATE OF FLORIDA BOARD OF GOVENORS

## SUBCONTRACTORS UTILIZATION SUMMARY

The Board's Supplier Diversity initiative strives to ensure the promise of Florida's future is shared by all of its residents, regardless of race, ethnicity, disability, neighborhood or background. To that end, the Board is dedicated to support, track and increase its small, minority-, women-, and service-disabled veteran business enterprise spending with contractors and subcontractors. This form was developed to assist in these efforts.

The Contractor shall report all small, minority-, women-, and service-disabled veteran business enterprise Subcontractors that may be utilized in connection with this solicitation, identifying the Name, Address, Type of Certification and Dollar Amount on the form below. The Contractor shall submit this form with each invoice submitted for payment, whether or not funds have been spent with a small, minority-, women-, and service-disabled veteran business enterprise subcontractor for the period covered by the invoice. The Office of Supplier Diversity, Florida Department of Management Services will assist in furnishing names of qualified minorities. The Office of Supplier Diversity can be reached at (850) 487-0915; the Internet Web address is [http://dms.myflorida.com/other\\_programs/office\\_of\\_supplier\\_diversity\\_osd](http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd).

CONTRACTOR: \_\_\_\_\_

CONTRACT NO.: \_\_\_\_\_

CONTRACT TITLE: \_\_\_\_\_

SUBCONTRACTORS Full Name, Address, Telephone Number	State Certified	Non- Certified	Non- Profit	Dollar Amount

Total Amount \$ \_\_\_\_\_

Certified True and Correct by:

Submit Report to:

\_\_\_\_\_  
Contractor

Mrs. Janice Brown  
Bureau of Contracts, Grants and  
Procurement Management Services  
325 West Gaines Street  
332 Turlington Bldg.  
Tallahassee, FL 32399-0400

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

For additional information, you may call Mrs. Brown at (850) 245-0819, or e-mail [Janice.Brown@fldoe.org](mailto:Janice.Brown@fldoe.org).

## ATTACHMENT '5'

REFERENCES for \_\_\_\_\_  
RESPONDENT NAME

PROVIDE THE FOLLOWING REFERENCE INFORMATION FOR A MINIMUM OF THREE (3) BUSINESSES WHERE SERVICES OF SIMILAR SIZE AND SCOPE HAVE BEEN COMPLETED

BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	



## ATTACHMENT '6'

## STATE OF FLORIDA BOARD OF GOVERNORS

## CONTRACT STANDARD TERMS AND CONDITIONS

- I. Pursuant to S. 287.058(1), Florida Statutes ("F.S.):
- A. Bills for fees or other compensation for services or expenses shall be submitted in detail sufficient for a proper preaudit and postaudit thereof.
  - B. Travel expenses will be reimbursed only if expressly authorized by the terms of the Contract. Bills for any travel expenses shall be submitted in accordance with s. 112.061, F.S.
  - C. The Board may unilaterally cancel this Contract if the Contractor refuses to allow access by members of the public to all documents, papers, letters and materials made or received in conjunction with the Contract that are subject to Chapter 119, F.S., and are not exempt from public inspection by s. 119.071, F.S., or by other provisions of general or special law.
  - D. The Deliverables specified in the Contract must be received and accepted in writing by the Board's Contract Manager before Contractor is entitled to payment.
  - E. To complete this Contract, all services must be performed and/or goods received on or before the date(s) specified in the Contract.
  - F. If this Contract is expressly renewable, it may be renewed for a period that may not exceed three years or the term of the original contract, whichever is longer. The renewal price for the contracted service is set forth in the bid, proposal, reply. Cost for renewal shall not be changed. Renewals shall be contingent on satisfactory performance evaluations by the Board and subject to the availability of funds. Exceptional purchase contracts pursuant to s. 287.057(3)(a) and (c), F.S., may not be renewed.
- II. The Contractor shall prepare an invoice for the amount due and mail it to the Board of Governors Comptroller after having delivered the products and services required under this Contract to the Contract Manager. The invoice shall set forth details sufficient for a proper pre-audit and post-audit including, where applicable, the products and services delivered and completion dates. Upon receipt of the invoice, the Board of Governors Comptroller will request confirmation from the Contract Manager that the delivered products and services are satisfactory and payment is due. If for any reason they are not satisfactory, payment will be withheld until the unsatisfactory condition or conditions are corrected. Upon receipt of the Contract Manager's approval, the Board of Governors Comptroller shall process each invoice in accordance with the provisions of s. 215.422, F.S.
- A. Contractor agrees to submit invoice within thirty (30) days of the Board's acceptance of deliverables. It is understood that should Contractor fail to submit invoice within thirty (30) days following the Board's acceptance of the deliverables, the Board shall not be responsible for payment thereof under this contract or quantum meruit.
- III. Section 215.422, F.S., provides that agencies have five (5) working days to inspect and approve goods and services, unless bid specifications or the Contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to s. 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Department of Education's Fiscal s. at 850/245-0401 or Purchasing Office at 850/245-0483. Payments to health care providers for hospitals, medical, or other health care services, shall be made not more than thirty-five (35) days from the date of eligibility for payment is determined, and the daily interest rate is .02740 percent. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at 866/352-3776 or by calling the Chief Financial Officer's Hotline, 800/342-2762.
- IV. As used in this Contract, the term "Deliverable" refers to tangible "commodities", as defined in s. 287.012(5), F.S., which the Contractor provides pursuant to the Contract and to reports or other tangible or documentary evidence which demonstrate that the Contractor has performed the services required by the Contract. The following provisions govern Deliverables, as applicable:
- A. Each Deliverable must be physically delivered to the Board's Contract Manager, or to a person designated by the Contract Manager. If delivery is made to a designee, the Contractor shall give written notice to the Contract Manager of the delivery. A Deliverable is not received until the Contract Manager has physical control of deliveries or has written notice that the designee has physical control.
  - B. In each case in which the approval of a Deliverable is dependent upon tests being conducted by the Board or Contractor, independently or jointly, the Board's inspection and approval of the Deliverable shall not be subject to the five (5) day provision in s. 215.422, F.S., but shall be governed by the terms and conditions of the acceptance testing plan as stated in Attachment A, until approved in accordance with the plan.
  - C. In each case of a Deliverable of information technology, as defined at s. 287.012(14), F.S., unless specified otherwise in Attachment A, the acceptance testing plan is deemed to include as a minimum the reliable performance of the information technology in accordance with its design specifications in:
    - 1. a test environment that simulates the production environment as much as is reasonably possible; and
    - 2. the production environment for which it is intended for a period of time sufficient for the information technology to have experienced the major foreseeable exigencies of the production functions.
  - D. The Board's inspection, including testing when applicable, shall determine whether or not the Deliverables appear to be in compliance with the Contract. The Contractor shall be notified in writing of any apparent deficiency. The written notice shall detail the specific action required by the Contractor to correct the deficiency. The Contractor shall timely correct such deficiency and resubmit the deliverable for acceptance.
- V. The Contractor represents and agrees that information submitted in support of its requests for payment is the basis of payment and is true and accurate to the best of knowledge of the responsible signatory. A violation of this provision shall subject the violator to the provisions of s. 68.082, F.S., pertaining to false claims against the State, and/or s. 837.06, F.S., pertaining to false official statements.
- VI. This paragraph applies if this Contract expires in a fiscal year subsequent to the fiscal year in which the Contract is entered. The State of Florida's fiscal year comprises July 1 through June 30. The Board's and State of Florida's performance and obligation to pay under this Contract is contingent upon an annual appropriation by the Legislature. If the Legislature fails to make the necessary appropriation, the Board will determine if there are other unencumbered funds which are available and which can be lawfully expended to pay for the Board's obligations hereunder. If the Board determines that

- there are no such funds, the Board shall promptly notify the Contractor. The giving of notice shall be deemed to have cancelled this Contract by mutual consent, with the date of notice being the date of cancellation.
- VII. Notwithstanding anything to the contrary contained in a State Term Contract, Contractor warrants that all commodities, as defined in s. 287.012, F.S., shall meet the specifications of the Contract and shall be merchantable and fit for the particular purposes intended by the Contract.
- VIII. The Contractor further warrants that as to each Deliverable produced pursuant to this Contract, Contractor's production of the Deliverable, and the Board's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S.C. Section 106. In furtherance of this provision the Contractor additionally warrants that:
- A. As to each work of software or other "information technology", as defined in s. 287.012(15), F.S., in which copyrights subsist, the Contractor has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverable;
  - B. As to each image and sound recording incorporated into a Deliverable, the Contractor has acquired the necessary rights, releases, and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual work or sound recording from which the included image or sound recording was taken.
- IX. The Contractor further warrants that the Contractor shall not disclose to any third party, without the express, prior, written approval of the Board, any personally identifiable information about any student. This applies to information which came from any record or report of a Florida public education institution or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g and s. 1006.52, F.S. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).
- X. In the event that the Governor and Cabinet are required to impose a mandatory reserve on appropriations, the Board shall amend this Contract to place in reserve the amount determined by the Board to be necessary because of the mandatory reserve. Such amendments may provide for adjustments in the Deliverable products and services as may be necessary.
- XI. Intellectual property is subject to following additional provisions:
- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Contract shall become the exclusive property of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Contractor nor any individual employed under this Contract shall have any proprietary interest in the product.
  - B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Board on behalf the State of Florida.
  - C. In the event it is determined as a matter of law that any such work is not a "work for hire", Contractor shall immediately assign to the Board all copyrights subsisting therein for the consideration set forth in the Contract and with no additional compensation.
  - D. The foregoing shall not apply to any preexisting software, or other work of authorship used by Contractor, to create a Deliverable but which exists as a work independently of the Deliverable, unless the preexisting software or work was developed by Contractor pursuant to a previous Contract with the Board or a purchase by the Board under a State Term Contract.
  - E. The Board shall have full and complete ownership of all software developed pursuant to the Contract including without limitation:
    1. The written source code;
    2. The source code files;
    3. The executable code;
    4. The executable code files;
    5. The data dictionary;
    6. The data flow diagram;
    7. The work flow diagram;
    8. The entity relationship diagram; and
    9. All other documentation needed to enable the Board to support, recreate, revise, repair, or otherwise make use of the software.
- XII. The Board reserves the right, at its option, to issue a change order to delete work tasks reducing the total Contract amount by up to 10%. An addition of work tasks within the scope of the Contract, an increase in the total Contract amount, or a decrease of more than 10% of the total Contract amount, shall be implemented only by a Contract amendment signed by both the Board and the Contractor.
- XIII. Pursuant to s. 216.347, F.S., no funds awarded under this Contract may be used for the purpose of lobbying the Legislature, the judicial branch, or a State agency.
- XIV. The Contractor shall grant access to all records pertaining to the Contract to the Board's Inspector General, General Counsel and other agency representatives, the State Auditor General, the Office of Program Policy and Government Accountability, and the Chief Financial Officer.
- XV. The Contractor agrees to permit onsite visits by designated Board employees or agents to conduct audits to ensure compliance with Section 20.055, Florida Statutes. These audits may require Board access to records and data, computers and communications devices, and other materials whether owned or operated by the Contractor. Access may include, but is not limited to, user level and/or system level access to any computing or communications device; access to information (electronic, hardcopy, etc) that may be produced, transmitted or stored on the Contractor's equipment or premises; access to work areas; and access to interactively monitor and log traffic on the Contractor's networks.
- XVI. The Contractor must carry general liability insurance, which shall include errors and omissions coverage. The amount of coverage shall be a minimum of \$1,000,000 or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater. The Contractor shall add the Board as an additional insured on the general liability coverage. The insurance shall cover all of the Contractor's operations under this Contract and shall be effective throughout the Term of this Contract, as well as any renewals or extensions thereto. It is not the intent of this Contract to limit the types of insurance otherwise required by this Contract or that the Contractor may desire to obtain or be required to obtain by law. The Contractor must submit a Certificate of Insurance indicating coverage for general liability purposes and additional insured coverage, and shall maintain and pay for same throughout the Term of this Contract. A Certificate of Insurance indicating adequate coverage shall be submitted to the Board prior to the time the Contract is entered. Any and all insurance policies shall be through insurers qualified to do business in Florida.
- XVII. The Contractor may not assign or subcontract all or any portion of this Contract without the advance written consent of the Board.
- XVIII. In all cases in which the Contractor, with the advance written consent of the Board, assigns or subcontracts, all or any portion of the Contract:

- A. The Contractor shall monitor the subcontractor or assignee and establish controls to avoid or mitigate risks identified by the Board or the Contractor; and
- B. The Contractor shall allow the Board to monitor subcontractor or assignee activity and compliance, and the Contractor shall require the subcontractor or assignee to promptly submit to the Board, at the Board's request, complete and accurate documentation pertaining to the subcontract or the Contract.
- XIX. The Contractor shall coordinate with and assist the Board's Contract Manager in the performance of the latter's responsibilities, which include without limitation:
  - A. Monitoring the activities of the Contractor;
  - B. Receiving and reviewing the reports of the Contractor to determine whether the objectives of the Contract are being accomplished;
  - C. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the Contract have been met and that payment is appropriate;
  - D. Evaluating the process used by the Contractor to monitor the activities of any subcontractor or assignee; and
  - E. Accessing, directly, the subcontractors and assignees, as the Contract Manager deems necessary.
- XX. This Contract may not be modified unless in writing signed by the Board and the Contractor.
- XXI. The Board and the Contractor waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this Contract is their joint product.
- XXII. The Board and the Contractor acknowledge that they have had their respective attorneys review and approve this Contract or that they have had the opportunity to do so.
- XXIII. This Contract shall be governed by the laws of the State of Florida, and venue for purposes of any action brought to enforce or construe the Contract shall lie in Leon County, Florida.
- XXIV. Failure of the Board to declare any default immediately upon the occurrence or knowledge thereof, or delay in taking any action in connection therewith, does not waive such default. The Board shall have the right to declare any such default at any time and take such action as might be lawful or authorized under the Contract, at law, or in equity. No Board waiver of any term, provision, condition or covenant of the Contract shall be deemed to imply or constitute a further Board waiver of any other term, provision, condition or covenant of the Contract, and no payment by the Board shall be deemed a waiver of any default under the Contract.
- XXV. Time is of the essence with regard to each and every obligation of the Contractor contained in the Contract. Each such obligation is deemed material, and a breach of any such obligation (including a breach resulting from the untimely performance thereof) shall constitute a material breach.
- XXVI. The Contractor shall indemnify and hold harmless the Board, its attorneys, agents and employees, from and against any and all third party claims, suits, debts, damages, and causes of action, whatsoever, whether arising in law or in equity, arising out of or relating to Contractor performance or failure to perform under this Contract. The indemnification shall include reasonable attorney fees and costs incurred by the Board, its attorneys, agents and employees, in the defense of any such claim, suits or causes of action, as aforesaid.
- XXVII. This Contract may be cancelled by written agreement of the Board and the Contractor specifically referencing this Contract. Such agreement shall specify the remaining measures necessary to be taken by each party.
- XXVIII. The Board reserves the right to cancel this contract without cause by giving the Contractor thirty (30) days written notice.
- XXIX. Should Contractor fail to perform to Contract terms and conditions, Contractor shall be notified in writing, stating the nature of the failure to perform and providing a time certain (which shall be not less than ten (10) days following receipt of such notice) for correcting the failure. Such failure to perform shall otherwise be dealt within accordance with Rule 60A-1.006, F.A.C.
- XXX. A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in s. 287.017, F.S., for CATEGORY TWO for a period of thirty-six (36) months from the date of being placed on the convicted vendor list.
- XXXI. The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the Contract term by the Contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the Contractor to perform work pursuant to this Contract.
- XXXII. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
  - A. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
  - B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. The Board may cancel this contract if an attached explanation is not acceptable to the Board or the Federal government.
- XXXIII. MyFloridaMarketPlace
  - A. MyFloridaMarketplace Vendor Registration
 

Each Vendor doing business with the State of Florida for the sale of commodities or contractual services as defined in section 287.012, Florida Statutes, shall register in MyFloridaMarketPlace, in compliance with Rule 60A-1.030, Florida Administrative Code, unless exempt under Rule 60A-1.030(3) Florida Administrative Code.
  - B. MyFloridaMarketplace Transaction Fee
 

The State of Florida, through the Department of Management Services, has instituted MyFloridaMarketPlace, a statewide eProcurement system. Pursuant to section 287.057(23), Florida Statutes (2010), all payments for commodities and/or contractual services as defined in Section 287.012, Florida Statutes, shall be assessed a Transaction Fee of one percent (1.0%), which the Vendor shall pay to the State, unless exempt under Rule 60A-1.032, Florida Administrative Code. Notwithstanding the provisions of Rule 60A-1.030, et seq., the assessment of a transaction fee shall be contingent upon Federal approval of the transaction fee assessment program and continued payment of applicable federal matching funds.

For payments within the State accounting system (FLAIR or its successor), the Transaction Fee shall, when possible, be automatically deducted from payments to the Vendor. If automatic deduction is not possible, the Vendor shall pay the Transaction Fee pursuant to Rule 60A-1.031(2), Florida

Administrative Code. By submission of these reports and corresponding payments, Vendor certifies their correctness. All such reports and payments shall be subject to audit by the State or its designee.

The Vendor shall receive a credit for any Transaction Fee paid by the Vendor for the purchase of any item(s) if such item(s) are returned to the Vendor through no fault, act, or omission of the Vendor. Notwithstanding the foregoing, a Transaction Fee is non-refundable when an item is rejected or returned, or declined, due to the Vendor's failure to perform or comply with specifications or requirements of the agreement.

Failure to comply with these requirements shall constitute grounds for declaring the Vendor in default and recovering reprourement costs from the Vendor in addition to all outstanding fees. VENDORS DELINQUENT IN PAYING TRANSACTION FEES MAY BE EXCLUDED FROM CONDUCTING FUTURE BUSINESS WITH THE STATE.

**PROPOSAL CHECKLIST****(DOES NOT NEED TO BE RETURNED WITH THE PROPOSAL)**

This Checklist is provided as a **guideline only**, to assist Vendors in the preparation of their Proposal. Included are some important matters that the Proposer should check. This checklist is just a guideline, and is not intended to include all matters required by the RFP. Proposers are responsible to read and comply with the RFP in its entirety.

Check off each the following:

- \_\_\_\_\_ 1. The Scope of Services has been thoroughly reviewed for compliance to the Proposal requirements.
- \_\_\_\_\_ 2. The [www.myflorida.com](http://www.myflorida.com) website has been checked and any Addenda posted have been completed, signed, and included in the Proposal.
- \_\_\_\_\_ 3. The Price Proposal has been reviewed for accuracy and all price corrections have been initialed in ink.
- \_\_\_\_\_ 4. The "Transmittal Letter" (on Company Letterhead) has been completed, signed, and enclosed in the Proposal.
- \_\_\_\_\_ 5. The "Work References" form has been completed, and enclosed in the Proposal.
- \_\_\_\_\_ 6. The "Disclosure Statement" has been read, completed, and enclosed in the Proposal.
- \_\_\_\_\_ 7. The "Drug-Free Workplace Program Certification" form has been read, signed, and enclosed in the Proposal, if applicable
- \_\_\_\_\_ 8. The "Minority Business Enterprise (MBE) Certification" attached, if applicable
- \_\_\_\_\_ 9. On the Lower Left Hand Corner of the Envelope transmitting the Proposal, write in the following information:

Proposal No.: **RFP 2015-03**

Title: **FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY**

Due Date & Time: **JUNE 5, 2014, @ 2:00 P.M.**

# FAMU-FSU Joint College of Engineering Study

## Appendices

Prepared for The State University System of Florida  
Board of Governors

January 12, 2015

Collaborative Braintrust Consulting Firm  
1415 L Street, Suite 720  
Sacramento, CA 95814  
916-446-5058



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## VII. Appendices

## A. Tables on Scope of Engineering Education in Florida

## 1. Methodology for Joint College Data Requests

RFP 2014-03 FAMU-FSU Joint College of Engineering required that various data be gathered by CBT from FAMU and FSU, as well as from other public and private postsecondary engineering programs in Florida. Mary Harrington, CBT Consultant, worked with Dr. Jason Jones, Director of Institutional Research for the State University System of Florida Board of Governors, to create two separate data request templates: one for FAMU and FSU and another for the other institutions offering engineering programs. The template for FAMU and FSU was reviewed by Dr. Kwadowo Owusu-Adeumiri, Assistant Vice President of Institutional Research and Reporting for FAMU and by Dr. Richard Burnette, Institutional Data Administrator and Director of Institutional Research at Florida State University. This review resulted in several clarifications and modifications to the original template, including the identification of data to be provided by Dr. Reginald Perry, Professor and Associate Dean for Student Affairs and Curriculum for the FAMU-FSU College of Engineering. In addition, Dr. Jones supplied data, such as enrollment trends and time-to-degree, for institutions in the state system.

Based on these efforts, the following reports were created. The source for the data is footnoted in each report, and data definitions are provided where appropriate. The naming conventions and numbering align with the data requests listed in the “Scope of Services” section of the RFP.

Report #	Description of Report
1A	Engineering Programs and Enrollment in Florida
2BC	FAMU FSU Joint College Faculty and Staff
2D	FAMU FSU Enrollments, 2004 to 2019
2E	FAMU FSU Admissions Requirements
2E-1	FAMU FSU New Student Credentials (not required by RFP but pertinent data)
2F	FAMU FSU Student and Faculty Recruitment
2G	FAMU FSU Current and Future Research
2H	FAMU FSU Research Awards and Expenditures
2I – 1	FAMU FSU Graduation Rates
2I – 2	Peer Graduation Rates
2I -- 3	Time-to-Degree 2004 to 2012
2JK	Joint College Current and Projected Budget
2L	FAMU FSU Licensure Pass Rates

2. Table 2: FAMU-FSU Top 25 Comparison

USNews Rank			ASEE #'s	ASEE #'s	ASEE #'s	ASEE #'s	Note	
Publics	AAU		Faculty	UG	Grad	Res Exp.		
5	yes	Michigan	381	5923	3180	\$ 234	UM FT Grad=2854	UM FT UG=5740
23	yes	U Florida	270	5990	2633	\$ 64	UF FT Grad=1977	UM FT UG=5554
24	no	Arizona State	231	7939	3282	\$ 78	ASU FT Grad=1977	ASU FT UG=7143
25	yes	U Pittsburgh	120	2625	981	\$ 84	UP FT Grad=672	UP FT UG=2577
26	yes	Iowa State	242	7272	1161	\$ 80	ISU FT Grad=1161	ISU FT UG=6839
27	yes	Rutgers	143	3427	989	\$ 45	RU FT Grad=670	RU FT UG=2577
AVG 23-27			201.2	5450.6	1809.2	\$ 70		
51	no	UCF	140	7009	1264	\$ 37	UCF FT Grad=791	UCF FT UG=5095
67	no	FAMU FSU	84	2316	279	\$ 10	No PT @UG or G reported	
77	no	USF	110	3739	865	\$ 31	USF FT Grad=658	USF FT UG=3048
Ratio = Joint College/(AVG 23-27)			0.4175	0.4249	0.1542	0.1425		

All data from American Society for Engineering Education, 2013 database

FT = full time

PT = part time

Res Exp. = Research Expenditures

## 3. Tables 1A-2L

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**SUMMARY BY LEVEL - HEADCOUNT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	103	242	1	1	311	0	8	8	0	0	16	345
FAU	245	1,641	3	105	303	4	453	77	58	29	854	1,886
FGC	113	486	1	14	26	1	125	29	13	7	383	599
FIU	549	2,442	3	100	305	3	2,000	254	50	28	248	2,991
FSU	433	1,463	7	81	138	6	331	68	50	34	1,181	1,896
UCF	813	4,207	13	322	346	10	1,210	70	134	31	2,884	5,020
UF	1,290	3,912	2	439	210	12	1,057	73	140	148	3,121	5,202
UNF	95	603	0	50	42	0	69	20	32	2	483	698
USF	671	2,910	6	215	220	10	640	374	114	46	1,956	3,581
UWF	41	432	3	21	40	3	50	13	15	4	324	473
<b>Total Undergraduate</b>	<b>4,353</b>	<b>18,338</b>	<b>39</b>	<b>1,348</b>	<b>1,941</b>	<b>49</b>	<b>5,943</b>	<b>986</b>	<b>606</b>	<b>329</b>	<b>11,450</b>	<b>22,691</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	11	13	0	0	22	0	0	2	0	0	0	24
FAU	45	176	1	17	18	1	47	49	5	2	81	221
FGC	0	0	0	0	0	0	0	0	0	0	0	0
FIU	136	435	0	19	39	2	157	300	6	2	46	571
FSU	42	204	0	5	10	0	17	121	1	7	85	246
UCF	206	803	1	53	29	0	116	401	22	48	339	1,009
UF	566	2,093	3	109	53	2	148	1,531	19	62	732	2,659
UNF	9	26	0	3	2	0	1	4	0	0	25	35
USF	207	666	0	36	39	2	93	372	10	12	309	873
UWF	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Graduate</b>	<b>1,222</b>	<b>4,416</b>	<b>5</b>	<b>242</b>	<b>212</b>	<b>7</b>	<b>579</b>	<b>2,780</b>	<b>63</b>	<b>133</b>	<b>1,617</b>	<b>5,638</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	114	255	1	1	333	0	8	10	0	0	16	369
FAU	290	1,817	4	122	321	5	500	126	63	31	935	2,107
FGC	113	486	1	14	26	1	125	29	13	7	383	599
FIU	685	2,877	3	119	344	5	2,157	554	56	30	294	3,562
FSU	475	1,667	7	86	148	6	348	189	51	41	1,266	2,142
UCF	1,019	5,010	14	375	375	10	1,326	471	156	79	3,223	6,029
UF	1,856	6,005	5	548	263	14	1,205	1,604	159	210	3,853	7,861
UNF	104	629	0	53	44	0	70	24	32	2	508	733
USF	878	3,576	6	251	259	12	733	746	124	58	2,265	4,454
UWF	41	432	3	21	40	3	50	13	15	4	324	473
<b>Total Enrollment</b>	<b>5,575</b>	<b>22,754</b>	<b>44</b>	<b>1,590</b>	<b>2,153</b>	<b>56</b>	<b>6,522</b>	<b>3,766</b>	<b>669</b>	<b>462</b>	<b>13,067</b>	<b>28,329</b>

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**SUMMARY BY LEVEL - PERCENTAGES**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	2%	1%	3%	0%	16%	0%	0%	1%	0%	0%	0%	2%
FAU	6%	9%	8%	8%	16%	8%	8%	8%	10%	9%	7%	8%
FGC	3%	3%	3%	1%	1%	2%	2%	3%	2%	2%	3%	3%
FIU	13%	13%	8%	7%	16%	6%	34%	26%	8%	9%	2%	13%
FSU	10%	8%	18%	6%	7%	12%	6%	7%	8%	10%	10%	8%
UCF	19%	23%	33%	24%	18%	20%	20%	7%	22%	9%	25%	22%
UF	30%	21%	5%	33%	11%	24%	18%	7%	23%	45%	27%	23%
UNF	2%	3%	0%	4%	2%	0%	1%	2%	5%	1%	4%	3%
USF	15%	16%	15%	16%	11%	20%	11%	38%	19%	14%	17%	16%
UWF	1%	2%	8%	2%	2%	6%	1%	1%	2%	1%	3%	2%
<b>Total Undergradu</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	1%	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%
FAU	4%	4%	20%	7%	8%	14%	8%	2%	8%	2%	5%	4%
FGC	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
FIU	11%	10%	0%	8%	18%	29%	27%	11%	10%	2%	3%	10%
FSU	3%	5%	0%	2%	5%	0%	3%	4%	2%	5%	5%	4%
UCF	17%	18%	20%	22%	14%	0%	20%	14%	35%	36%	21%	18%
UF	46%	47%	60%	45%	25%	29%	26%	55%	30%	47%	45%	47%
UNF	1%	1%	0%	1%	1%	0%	0%	0%	0%	0%	2%	1%
USF	17%	15%	0%	15%	18%	29%	16%	13%	16%	9%	19%	15%
UWF	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Total Graduate</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	2%	1%	2%	0%	15%	0%	0%	0%	0%	0%	0%	1%
FAU	5%	8%	9%	8%	15%	9%	8%	3%	9%	7%	7%	7%
FGC	2%	2%	2%	1%	1%	2%	2%	1%	2%	2%	3%	2%
FIU	12%	13%	7%	7%	16%	9%	33%	15%	8%	6%	2%	13%
FSU	9%	7%	16%	5%	7%	11%	5%	5%	8%	9%	10%	8%
UCF	18%	22%	32%	24%	17%	18%	20%	13%	23%	17%	25%	21%
UF	33%	26%	11%	34%	12%	25%	18%	43%	24%	45%	29%	28%
UNF	2%	3%	0%	3%	2%	0%	1%	1%	5%	0%	4%	3%
USF	16%	16%	14%	16%	12%	21%	11%	20%	19%	13%	17%	16%
UWF	1%	2%	7%	1%	2%	5%	1%	0%	2%	1%	2%	2%
<b>Total Enrollment</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**SUMMARY BY LEVEL - HEADCOUNT**

*Private Schools are highlighted in green.*

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	103	242	1	1	311	0	8	8	0	0	16	345
FAU	245	1,641	3	105	303	4	453	77	58	29	854	1,886
FGC	113	486	1	14	26	1	125	29	13	7	383	599
FIU	549	2,442	3	100	305	3	2,000	254	50	28	248	2,991
FSU	433	1,463	7	81	138	6	331	68	50	34	1,181	1,896
UCF	813	4,207	13	322	346	10	1,210	70	134	31	2,884	5,020
UF	1,290	3,912	2	439	210	12	1,057	73	140	148	3,121	5,202
UNF	95	603	0	50	42	0	69	20	32	2	483	698
USF	671	2,910	6	215	220	10	640	374	114	46	1,956	3,581
UWF	41	432	3	21	40	3	50	13	15	4	324	473
Embry Riddle	301	1,491	8	93	75	6	114	288	86	144	978	1,792
FL Tech	259	1,346	1	31	65	1	105	614	22	193	573	1,605
U of Miami	286	734	1	42	73	1	234	206	31	55	377	1,020
<b>Total Undergraduate</b>	<b>5,199</b>	<b>21,909</b>	<b>49</b>	<b>1,514</b>	<b>2,154</b>	<b>57</b>	<b>6,396</b>	<b>2,094</b>	<b>745</b>	<b>721</b>	<b>13,378</b>	<b>27,108</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	11	13	0	0	22	0	0	2	0	0	0	24
FAU	45	176	1	17	18	1	47	49	5	2	81	221
FGC	0	0	0	0	0	0	0	0	0	0	0	0
FIU	136	435	0	19	39	2	157	300	6	2	46	571
FSU	42	204	0	5	10	0	17	121	1	7	85	246
UCF	206	803	1	53	29	0	116	401	22	48	339	1,009
UF	566	2,093	3	109	53	2	148	1,531	19	62	732	2,659
UNF	7	13	0	1	1	0	1	1	0	0	16	20
USF	9	39	0	2	2	0	3	36	0	1	4	48
UWF	0	0	0	0	0	0	0	0	0	0	0	0
Embry Riddle	55	249	0	16	6	0	12	159	7	23	81	304
FL Tech	95	401	0	16	8	0	19	284	3	34	132	496
U of Miami	65	181	0	10	3	1	42	132	3	5	50	246
<b>Total Graduate</b>	<b>1,237</b>	<b>4,607</b>	<b>5</b>	<b>248</b>	<b>191</b>	<b>6</b>	<b>562</b>	<b>3,016</b>	<b>66</b>	<b>184</b>	<b>1,566</b>	<b>5,844</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	114	255	1	1	333	0	8	10	0	0	16	369
FAU	290	1,817	4	122	321	5	500	126	63	31	935	2,107
FGC	113	486	1	14	26	1	125	29	13	7	383	599
FIU	685	2,877	3	119	344	5	2,157	554	56	30	294	3,562
FSU	475	1,667	7	86	148	6	348	189	51	41	1,266	2,142
UCF	1,019	5,010	14	375	375	10	1,326	471	156	79	3,223	6,029
UF	1,856	6,005	5	548	263	14	1,205	1,604	159	210	3,853	7,861
UNF	102	616	0	51	43	0	70	21	32	2	499	718
USF	680	2,949	6	217	222	10	643	410	114	47	1,960	3,629
UWF	41	432	3	21	40	3	50	13	15	4	324	473
Embry Riddle	356	1,740	8	109	81	6	126	447	93	167	1,059	2,096
FL Tech	354	1,747	1	47	73	1	124	898	25	227	705	2,101
U of Miami	351	915	1	52	76	2	276	338	34	60	427	1,266
<b>Total Enrollment</b>	<b>6,436</b>	<b>26,516</b>	<b>54</b>	<b>1,762</b>	<b>2,345</b>	<b>63</b>	<b>6,958</b>	<b>5,110</b>	<b>811</b>	<b>905</b>	<b>14,944</b>	<b>32,952</b>

**FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Table 1A** **Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**SUMMARY BY LEVEL - PERCENTAGES**

*Private Schools are highlighted in green.*

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	2%	1%	2%	0%	14%	0%	0%	0%	0%	0%	0%	1%
FAU	5%	7%	6%	7%	14%	7%	7%	4%	8%	4%	6%	7%
FGC	2%	2%	2%	1%	1%	2%	2%	1%	2%	1%	3%	2%
FIU	11%	11%	6%	7%	14%	5%	31%	12%	7%	4%	2%	11%
FSU	8%	7%	14%	5%	6%	11%	5%	3%	7%	5%	9%	7%
UCF	16%	19%	27%	21%	16%	18%	19%	3%	18%	4%	22%	19%
UF	25%	18%	4%	29%	10%	21%	17%	3%	19%	21%	23%	19%
UNF	2%	3%	0%	3%	2%	0%	1%	1%	4%	0%	4%	3%
USF	13%	13%	12%	14%	10%	18%	10%	18%	15%	6%	15%	13%
UWF	1%	2%	6%	1%	2%	5%	1%	1%	2%	1%	2%	2%
Embry Riddle	6%	7%	16%	6%	3%	11%	2%	14%	12%	20%	7%	7%
FL Tech	5%	6%	2%	2%	3%	2%	2%	29%	3%	27%	4%	6%
U of Miami	6%	3%	2%	3%	3%	2%	4%	10%	4%	8%	3%	4%
<b>Total Undergraduate</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	1%	0%	0%	0%	12%	0%	0%	0%	0%	0%	0%	0%
FAU	4%	4%	20%	7%	9%	17%	8%	2%	8%	1%	5%	4%
FGC	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
FIU	11%	9%	0%	8%	20%	33%	28%	10%	9%	1%	3%	10%
FSU	3%	4%	0%	2%	5%	0%	3%	4%	2%	4%	5%	4%
UCF	17%	17%	20%	21%	15%	0%	21%	13%	33%	26%	22%	17%
UF	46%	45%	60%	44%	28%	33%	26%	51%	29%	34%	47%	45%
UNF	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%
USF	1%	1%	0%	1%	1%	0%	1%	1%	0%	1%	0%	1%
UWF	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Embry Riddle	4%	5%	0%	6%	3%	0%	2%	5%	11%	13%	5%	5%
FL Tech	8%	9%	0%	6%	4%	0%	3%	9%	5%	18%	8%	8%
U of Miami	5%	4%	0%	4%	2%	17%	7%	4%	5%	3%	3%	4%
<b>Total Graduate</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
FAMU	2%	1%	2%	0%	14%	0%	0%	0%	0%	0%	0%	1%
FAU	5%	7%	7%	7%	14%	8%	7%	2%	8%	3%	6%	6%
FGC	2%	2%	2%	1%	1%	2%	2%	1%	2%	1%	3%	2%
FIU	11%	11%	6%	7%	15%	8%	31%	11%	7%	3%	2%	11%
FSU	7%	6%	13%	5%	6%	10%	5%	4%	6%	5%	8%	7%
UCF	16%	19%	26%	21%	16%	16%	19%	9%	19%	9%	22%	18%
UF	29%	23%	9%	31%	11%	22%	17%	31%	20%	23%	26%	24%
UNF	2%	2%	0%	3%	2%	0%	1%	0%	4%	0%	3%	2%
USF	11%	11%	11%	12%	9%	16%	9%	8%	14%	5%	13%	11%
UWF	1%	2%	6%	1%	2%	5%	1%	0%	2%	0%	2%	1%
Embry Riddle	6%	7%	15%	6%	3%	10%	2%	9%	11%	18%	7%	6%
FL Tech	6%	7%	2%	3%	3%	2%	2%	18%	3%	25%	5%	6%
U of Miami	5%	3%	2%	3%	3%	3%	4%	7%	4%	7%	3%	4%
<b>Total Enrollment</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 1A** FAMU-FSU Joint College of Engineering Study RFP # 1A  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**FLORIDA A&M UNIVERSITY**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Agricultural Engineering	12	12	0	0	22	0	2	0	0	0	0	24
Chemical Engineering	24	19	0	0	37	0	1	4	0	0	1	43
Civil Engineering	19	47	0	0	62	0	0	1	0	0	3	66
Computer Engineering	17	40	0	0	53	0	2	0	0	0	2	57
Electrical Engineering	9	39	0	1	41	0	0	3	0	0	3	48
Mechanical Engineering	14	71	1	0	74	0	3	0	0	0	7	85
Industrial Engineering	8	14	0	0	22	0	0	0	0	0	0	22
<b>Total Undergraduate</b>	<b>103</b>	<b>242</b>	<b>1</b>	<b>1</b>	<b>311</b>	<b>0</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>345</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Chemical Engineering	0	1	0	0	1	0	0	0	0	0	0	1
Civil Engineering	6	2	0	0	7	0	0	1	0	0	0	8
Electrical Engineering	2	5	0	0	7	0	0	0	0	0	0	7
Mechanical Engineering	2	2	0	0	4	0	0	0	0	0	0	4
Industrial Engineering	1	3	0	0	3	0	0	1	0	0	0	4
<b>Total Graduate</b>	<b>11</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Agricultural Engineering	12	12	0	0	22	0	2	0	0	0	0	24
Chemical Engineering	24	20	0	0	38	0	1	4	0	0	1	44
Civil Engineering	25	49	0	0	69	0	0	2	0	0	3	74
Computer Engineering	17	40	0	0	53	0	2	0	0	0	2	57
Electrical Engineering	11	44	0	1	48	0	0	3	0	0	3	55
Mechanical Engineering	16	73	1	0	78	0	3	0	0	0	7	89
Industrial Engineering	9	17	0	0	25	0	0	1	0	0	0	26
<b>Total Enrollment</b>	<b>114</b>	<b>255</b>	<b>1</b>	<b>1</b>	<b>333</b>	<b>0</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>369</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx) enrollments



**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**FLORIDA ATLANTIC UNIVERSITY**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Civil Engineering	45	180	0	8	47	1	60	15	5	1	88	225
Computer Engineering	22	128	1	7	22	1	43	7	4	0	65	150
Electrical Engineering	14	172	0	17	44	0	47	9	3	4	62	186
Engineering, Other	114	811	1	51	157	2	232	32	35	16	399	925
Mechanical Engineering	27	241	1	20	28	0	57	10	8	7	137	268
Ocean Engineering	21	101	0	2	3	0	14	4	3	1	95	122
Surveying Engineering	2	8	0	0	2	0	0	0	0	0	8	10
<b>Total Undergraduate</b>	<b>245</b>	<b>1641</b>	<b>3</b>	<b>105</b>	<b>303</b>	<b>4</b>	<b>453</b>	<b>77</b>	<b>58</b>	<b>29</b>	<b>854</b>	<b>1886</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	8	7	0	2	2	0	3	4	0	0	4	15
Civil Engineering	10	14	0	3	2	0	4	4	1	0	10	24
Computer Engineering	7	39	0	7	6	0	14	9	0	1	9	46
Electrical Engineering	4	50	0	4	6	1	13	14	2	0	14	54
Mechanical Engineering	8	26	0	0	2	0	8	7	1	0	16	34
Ocean Engineering	8	40	1	1	0	0	5	11	1	1	28	48
<b>Total Graduate</b>	<b>45</b>	<b>176</b>	<b>1</b>	<b>17</b>	<b>18</b>	<b>1</b>	<b>47</b>	<b>49</b>	<b>5</b>	<b>2</b>	<b>81</b>	<b>221</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	8	7	0	2	2	0	3	4	0	0	4	15
Civil Engineering	55	194	0	11	49	1	64	19	6	1	98	249
Computer Engineering	29	167	1	14	28	1	57	16	4	1	74	196
Electrical Engineering	18	222	0	21	50	1	60	23	5	4	76	240
Engineering, Other	114	811	1	51	157	2	232	32	35	16	399	925
Mechanical Engineering	35	267	1	20	30	0	65	17	9	7	153	302
Ocean Engineering	29	141	1	3	3	0	19	15	4	2	123	170
Surveying Engineering	2	8	0	0	2	0	0	0	0	0	8	10
<b>Total Enrollment</b>	<b>290</b>	<b>1817</b>	<b>4</b>	<b>122</b>	<b>321</b>	<b>5</b>	<b>500</b>	<b>126</b>	<b>63</b>	<b>31</b>	<b>935</b>	<b>2107</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx)enrollments

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**FLORIDA GULF COAST UNIVERSITY**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	52	128	0	7	10	0	42	11	8	4	98	180
Civil Engineering	29	253	0	5	13	1	60	10	4	1	188	282
Environmental Engineering	32	105	1	2	3	0	23	8	1	2	97	137
<b>Total Undergraduate</b>	<b>113</b>	<b>486</b>	<b>1</b>	<b>14</b>	<b>26</b>	<b>1</b>	<b>125</b>	<b>29</b>	<b>13</b>	<b>7</b>	<b>383</b>	<b>599</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
<b>Total Graduate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	52	128	0	7	10	0	42	11	8	4	98	180
Civil Engineering	29	253	0	5	13	1	60	10	4	1	188	282
Environmental Engineering	32	105	1	2	3	0	23	8	1	2	97	137
<b>Total Enrollment</b>	<b>113</b>	<b>486</b>	<b>1</b>	<b>14</b>	<b>26</b>	<b>1</b>	<b>125</b>	<b>29</b>	<b>13</b>	<b>7</b>	<b>383</b>	<b>599</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx) enrollments

**Table 1A** FAMU-FSU Joint College of Engineering Study RFP # 1A  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**FLORIDA INTERNATIONAL UNIVERSITY**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	168	292	0	26	49	1	303	21	14	6	40	460
Civil Engineering	137	462	0	8	64	0	420	58	5	4	40	599
Computer Engineering	58	473	0	14	63	0	368	33	12	8	33	531
Electrical Engineering	45	456	0	16	54	1	315	58	6	6	45	501
Environmental Engineering	48	58	0	3	11	0	60	13	1	1	17	106
Mechanical Engineering	93	701	3	33	64	1	534	71	12	3	73	794
<b>Total Undergraduate</b>	<b>549</b>	<b>2442</b>	<b>3</b>	<b>100</b>	<b>305</b>	<b>3</b>	<b>2000</b>	<b>254</b>	<b>50</b>	<b>28</b>	<b>248</b>	<b>2991</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	16	23	0	3	2	0	5	22	1	0	6	39
Civil Engineering	34	84	0	3	8	0	29	64	3	1	10	118
Computer Engineering	6	28	0	2	3	0	8	17	1	0	3	34
Electrical Engineering	23	107	0	2	8	0	23	90	0	0	7	130
Engineering Management	24	95	0	5	14	2	57	35	0	1	5	119
Environmental Engineering	8	7	0	1	1	0	7	2	0	0	4	15
Materials Engineering	13	20	0	0	0	0	4	28	0	0	1	33
Mechanical Engineering	6	43	0	3	2	0	14	21	1	0	8	49
Telecom Engineering	6	28	0	0	1	0	10	21	0	0	2	34
<b>Total Graduate</b>	<b>136</b>	<b>435</b>	<b>0</b>	<b>19</b>	<b>39</b>	<b>2</b>	<b>157</b>	<b>300</b>	<b>6</b>	<b>2</b>	<b>46</b>	<b>571</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	184	315	0	29	51	1	308	43	15	6	46	499
Civil Engineering	171	546	0	11	72	0	449	122	8	5	50	717
Computer Engineering	64	501	0	16	66	0	376	50	13	8	36	565
Electrical Engineering	68	563	0	18	62	1	338	148	6	6	52	631
Engineering Management	24	95	0	5	14	2	57	35	0	1	5	119
Environmental Engineering	56	65	0	4	12	0	67	15	1	1	21	121
Materials Engineering	13	20	0	0	0	0	4	28	0	0	1	33
Mechanical Engineering	99	744	3	36	66	1	548	92	13	3	81	843
Telecom Engineering	6	28	0	0	1	0	10	21	0	0	2	34
<b>Total Enrollment</b>	<b>685</b>	<b>2877</b>	<b>3</b>	<b>119</b>	<b>344</b>	<b>5</b>	<b>2157</b>	<b>554</b>	<b>56</b>	<b>30</b>	<b>294</b>	<b>3562</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx)enrollments

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**FLORIDA STATE UNIVERSITY**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Chemical Engineering	70	148	0	11	16	0	43	9	7	5	127	218
Civil Engineering	63	182	1	6	13	1	23	9	4	3	185	245
Computer Engineering	8	58	0	8	14	2	15	2	1	2	22	66
Electrical Engineering	22	149	2	10	24	0	24	9	5	3	94	171
Engineering, Other	190	597	2	29	50	1	167	11	23	11	493	787
Industrial Engineering	31	49	0	2	2	0	15	23	0	0	38	80
Mechanical Engineering	49	280	2	15	19	2	44	5	10	10	222	329
<b>Total Undergraduate</b>	<b>433</b>	<b>1463</b>	<b>7</b>	<b>81</b>	<b>138</b>	<b>6</b>	<b>331</b>	<b>68</b>	<b>50</b>	<b>34</b>	<b>1181</b>	<b>1896</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	1	5	0	0	0	0	1	4	0	0	1	6
Chemical Engineering	5	13	0	1	0	0	0	13	0	1	3	18
Civil Engineering	7	43	0	1	3	0	5	18	1	1	21	50
Electrical Engineering	14	60	0	2	3	0	2	44	0	1	22	74
Industrial Engineering	7	24	0	1	3	0	1	19	0	2	5	31
Mechanical Engineering	8	59	0	0	1	0	8	23	0	2	33	67
<b>Total Graduate</b>	<b>42</b>	<b>204</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>17</b>	<b>121</b>	<b>1</b>	<b>7</b>	<b>85</b>	<b>246</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	1	5	0	0	0	0	1	4	0	0	1	6
Chemical Engineering	75	161	0	12	16	0	43	22	7	6	130	236
Civil Engineering	70	225	1	7	16	1	28	27	5	4	206	295
Computer Engineering	8	58	0	8	14	2	15	2	1	2	22	66
Electrical Engineering	36	209	2	12	27	0	26	53	5	4	116	245
Engineering, Other	190	597	2	29	50	1	167	11	23	11	493	787
Industrial Engineering	38	73	0	3	5	0	16	42	0	2	43	111
Mechanical Engineering	57	339	2	15	20	2	52	28	10	12	255	396
<b>Total Enrollment</b>	<b>475</b>	<b>1667</b>	<b>7</b>	<b>86</b>	<b>148</b>	<b>6</b>	<b>348</b>	<b>189</b>	<b>51</b>	<b>41</b>	<b>1266</b>	<b>2142</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx)enrollments

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**UNIVERSITY OF CENTRAL FLORIDA**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Aerospace Engineering	80	512	2	52	31	0	130	6	24	5	342	592
Civil Engineering	124	455	0	20	41	0	144	15	9	4	346	579
Computer Engineering	63	577	0	55	61	1	168	7	12	1	335	640
Electrical Engineering	86	732	2	78	68	2	184	9	31	10	434	818
Engineering, Other	9	42	0	1	4	0	14	0	1	1	30	51
Environmental Engineering	87	127	1	7	11	1	40	3	9	2	140	214
Industrial Engineering	151	260	3	22	29	1	134	13	5	1	203	411
Mechanical Engineering	207	1432	4	82	98	4	379	17	42	7	1006	1639
Optical Sci/Engineering	3	26	1	2	1	1	6	0	1	0	17	29
Structural Engineering	3	44	0	3	2	0	11	0	0	0	31	47
<b>Total Undergraduate</b>	<b>813</b>	<b>4207</b>	<b>13</b>	<b>322</b>	<b>346</b>	<b>10</b>	<b>1210</b>	<b>70</b>	<b>134</b>	<b>31</b>	<b>2884</b>	<b>5020</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Aerospace Engineering	2	25	1	2	0	0	4	0	0	3	17	27
Civil Engineering	31	115	0	5	6	0	22	62	4	3	44	146
Computer Engineering	12	71	0	7	3	0	11	34	1	8	19	83
Electrical Engineering	31	159	0	8	4	0	14	102	0	7	55	190
Environmental Engineering	17	25	0	5	1	0	3	7	2	2	22	42
Industrial Engineering	60	145	0	9	12	0	38	54	8	17	67	205
Materials Engineering	14	41	0	2	1	0	1	27	3	1	20	55
Mechanical Engineering	22	131	0	12	1	0	18	55	3	5	59	153
Optical Science/Engineerin	17	91	0	3	1	0	5	60	1	2	36	108
<b>Total Graduate</b>	<b>206</b>	<b>803</b>	<b>1</b>	<b>53</b>	<b>29</b>	<b>0</b>	<b>116</b>	<b>401</b>	<b>22</b>	<b>48</b>	<b>339</b>	<b>1009</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Aerospace Engineering	82	537	3	54	31	0	134	6	24	8	359	619
Civil Engineering	155	570	0	25	47	0	166	77	13	7	390	725
Computer Engineering	75	648	0	62	64	1	179	41	13	9	354	723
Electrical Engineering	117	891	2	86	72	2	198	111	31	17	489	1008
Engineering, Other	9	42	0	1	4	0	14	0	1	1	30	51
Environmental Engineering	104	152	1	12	12	1	43	10	11	4	162	256
Industrial Engineering	211	405	3	31	41	1	172	67	13	18	270	616
Materials Engineering	14	41	0	2	1	0	1	27	3	1	20	55
Mechanical Engineering	229	1563	4	94	99	4	397	72	45	12	1065	1792
Optical Science/Engineerin	20	117	1	5	2	1	11	60	2	2	53	137
Structural Engineering	3	44	0	3	2	0	11	0	0	0	31	47
<b>Total Enrollment</b>	<b>1019</b>	<b>5010</b>	<b>14</b>	<b>375</b>	<b>375</b>	<b>10</b>	<b>1326</b>	<b>471</b>	<b>156</b>	<b>79</b>	<b>3223</b>	<b>6029</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx) enrollments

NOTE: Seven unclassified degrees were counted in undergraduate enrollments.

**FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Table 1A** **Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

UNIVERSITY OF FLORIDA												
Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Aerospace Engineering	67	325	0	27	10	2	79	4	12	4	254	392
Agricultural Engineering	31	44	0	7	5	0	13	1	1	1	47	75
Biological Engineering	66	103	1	14	7	1	20	2	4	6	114	169
Biomedical Engineering	62	104	0	29	3	2	28	2	4	6	92	166
Chemical Engineering	194	421	0	68	26	0	124	5	17	18	357	615
Civil Engineering	111	331	0	20	24	2	93	18	11	15	259	442
Computer Engineering	48	419	0	66	30	0	80	5	9	13	264	467
Electrical Engineering	78	445	1	54	31	1	99	7	12	22	296	523
Environmental Engineering	111	78	0	14	2	1	43	5	6	7	111	189
Materials Engineering	69	106	0	17	6	0	36	1	12	6	97	175
Mechanical Engineering	192	1005	0	71	28	2	256	11	33	31	765	1197
Nuclear Engineering	24	95	0	5	5	0	23	1	2	4	79	119
Systems Engineering	237	436	0	47	33	1	163	11	17	15	386	673
<b>Total Undergraduate</b>	<b>1290</b>	<b>3912</b>	<b>2</b>	<b>439</b>	<b>210</b>	<b>12</b>	<b>1057</b>	<b>73</b>	<b>140</b>	<b>148</b>	<b>3121</b>	<b>5202</b>
Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Aerospace Engineering	9	68	0	5	4	0	13	17	0	3	35	77
Agricultural Engineering	33	38	0	5	1	0	2	46	1	1	15	71
Biomedical Engineering	53	72	0	7	1	0	15	45	2	3	52	125
Chemical Engineering	61	149	0	10	2	0	8	161	0	3	26	210
Civil Engineering	40	204	1	6	8	0	21	105	2	7	94	244
Computer Engineering	66	302	0	7	3	0	6	310	0	8	34	368
Electrical Engineering	84	400	0	23	10	1	18	329	4	14	85	484
Environmental Engineering	53	86	0	2	5	0	13	28	3	9	79	139
Materials Engineering	59	204	0	15	6	0	10	154	3	1	74	263
Mechanical Engineering	33	327	1	15	5	0	13	210	1	7	108	360
Nuclear Engineering	4	23	0	1	0	0	5	7	1	1	12	27
Ocean Engineering	11	32	0	0	0	0	1	28	0	1	13	43
Systems Engineering	60	188	1	13	8	1	23	91	2	4	105	248
<b>Total Graduate</b>	<b>566</b>	<b>2093</b>	<b>3</b>	<b>109</b>	<b>53</b>	<b>2</b>	<b>148</b>	<b>1531</b>	<b>19</b>	<b>62</b>	<b>732</b>	<b>2659</b>
Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Aerospace Engineering	76	393	0	32	14	2	92	21	12	7	289	469
Agricultural Engineering	64	82	0	12	6	0	15	47	2	2	62	146
Biological Engineering	66	103	1	14	7	1	20	2	4	6	114	169
Biomedical Engineering	115	176	0	36	4	2	43	47	6	9	144	291
Chemical Engineering	255	570	0	78	28	0	132	166	17	21	383	825
Civil Engineering	151	535	1	26	32	2	114	123	13	22	353	686
Computer Engineering	114	721	0	73	33	0	86	315	9	21	298	835
Electrical Engineering	162	845	1	77	41	2	117	336	16	36	381	1007
Environmental Engineering	164	164	0	16	7	1	56	33	9	16	190	328
Materials Engineering	128	310	0	32	12	0	46	155	15	7	171	438
Mechanical Engineering	225	1332	1	86	33	2	269	221	34	38	873	1557
Nuclear Engineering	28	118	0	6	5	0	28	8	3	5	91	146
Ocean Engineering	11	32	0	0	0	0	1	28	0	1	13	43
Systems Engineering	297	624	1	60	41	2	186	102	19	19	491	921
<b>Total Enrollment</b>	<b>1856</b>	<b>6005</b>	<b>5</b>	<b>548</b>	<b>263</b>	<b>14</b>	<b>1205</b>	<b>1604</b>	<b>159</b>	<b>210</b>	<b>3853</b>	<b>7861</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx)enrollments

NOTE: Two unknown gender undergraduates were counted as males.

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**UNIVERSITY OF NORTH FLORIDA**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Civil Engineering	39	156	0	14	11	0	21	6	10	0	133	195
Electrical Engineering	18	153	0	16	16	0	14	7	10	1	107	171
Mechanical Engineering	38	294	0	20	15	0	34	7	12	1	243	332
<b>Total Undergraduate</b>	<b>95</b>	<b>603</b>	<b>0</b>	<b>50</b>	<b>42</b>	<b>0</b>	<b>69</b>	<b>20</b>	<b>32</b>	<b>2</b>	<b>483</b>	<b>698</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Civil Engineering	7	13	0	1	1	0	1	1	0	0	16	20
Electrical Engineering	1	6	0	1	0	0	0	1	0	0	5	7
Mechanical Engineering	1	7	0	1	1	0	0	2	0	0	4	8
<b>Total Graduate</b>	<b>9</b>	<b>26</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>35</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Civil Engineering	46	169	0	15	12	0	22	7	10	0	149	215
Electrical Engineering	19	159	0	17	16	0	14	8	10	1	112	178
Mechanical Engineering	39	301	0	21	16	0	34	9	12	1	247	340
<b>Total Enrollment</b>	<b>104</b>	<b>629</b>	<b>0</b>	<b>53</b>	<b>44</b>	<b>0</b>	<b>70</b>	<b>24</b>	<b>32</b>	<b>2</b>	<b>508</b>	<b>733</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx)enrollments

NOTE: Two unknown degree included as undergraduate.



**FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Table 1A** **Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**UNIVERSITY OF SOUTH FLORIDA**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	2	0	0	0	0	0	0	2	0	0	0	2
Chemical Engineering	88	162	1	21	6	1	40	21	7	5	148	250
Civil Engineering	53	217	1	11	11	2	47	26	5	6	161	270
Computer Engineering	22	129	0	15	5	1	30	20	5	5	70	151
Electrical Engineering	19	246	0	20	14	0	40	40	3	3	145	265
Engineering General	5	41	0	0	0	0	0	45	0	0	1	46
Engineering Management	0	3	0	0	0	0	0	3	0	0	0	3
Engineering, Other	404	1668	4	125	157	6	404	173	85	19	1099	2072
Environmental Engineering	0	1	0	0	0	0	0	1	0	0	0	1
Industrial Engineering	41	85	0	7	9	0	24	13	2	2	69	126
Materials Engineering	0	5	0	0	0	0	0	5	0	0	0	5
Mechanical Engineering	37	353	0	16	18	0	55	25	7	6	263	390
<b>Total Undergraduate</b>	<b>671</b>	<b>2910</b>	<b>6</b>	<b>215</b>	<b>220</b>	<b>10</b>	<b>640</b>	<b>374</b>	<b>114</b>	<b>46</b>	<b>1956</b>	<b>3581</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	18	27	0	2	2	0	6	16	0	1	18	45
Chemical Engineering	10	32	0	0	2	0	9	18	0	0	13	42
Civil Engineering	38	110	0	5	6	1	15	35	3	3	80	148
Computer Engineering	24	97	0	4	2	0	8	62	0	0	45	121
Electrical Engineering	40	189	0	15	10	1	13	140	3	2	45	229
Engineering General	10	6	0	0	5	0	2	4	0	1	4	16
Engineering Management	26	71	0	4	7	0	20	16	2	2	46	97
Environmental Engineering	21	23	0	1	1	0	7	3	1	0	31	44
Industrial Engineering	9	39	0	2	2	0	3	36	0	1	4	48
Materials Engineering	1	3	0	1	0	0	0	2	0	0	1	4
Mechanical Engineering	10	69	0	2	2	0	10	40	1	2	22	79
<b>Total Graduate</b>	<b>207</b>	<b>666</b>	<b>0</b>	<b>36</b>	<b>39</b>	<b>2</b>	<b>93</b>	<b>372</b>	<b>10</b>	<b>12</b>	<b>309</b>	<b>873</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Biomedical Engineering	20	27	0	2	2	0	6	18	0	1	18	47
Chemical Engineering	98	194	1	21	8	1	49	39	7	5	161	292
Civil Engineering	91	327	1	16	17	3	62	61	8	9	241	418
Computer Engineering	46	226	0	19	7	1	38	82	5	5	115	272
Electrical Engineering	59	435	0	35	24	1	53	180	6	5	190	494
Engineering General	15	47	0	0	5	0	2	49	0	1	5	62
Engineering Management	26	74	0	4	7	0	20	19	2	2	46	100
Engineering, Other	404	1668	4	125	157	6	404	173	85	19	1099	2072
Environmental Engineering	21	24	0	1	1	0	7	4	1	0	31	45
Industrial Engineering	50	124	0	9	11	0	27	49	2	3	73	174
Materials Engineering	1	8	0	1	0	0	0	7	0	0	1	9
Mechanical Engineering	47	422	0	18	20	0	65	65	8	8	285	469
<b>Total Enrollment</b>	<b>878</b>	<b>3576</b>	<b>6</b>	<b>251</b>	<b>259</b>	<b>12</b>	<b>733</b>	<b>746</b>	<b>124</b>	<b>58</b>	<b>2265</b>	<b>4454</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx)enrollments

NOTE: One unknown gender undergraduate was counted as male.

**Table 1A** **FAMU-FSU Joint College of Engineering Study** **RFP# 1A**  
**Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**UNIVERSITY OF WEST FLORIDA**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Computer Engineering	13	103	0	5	11	2	15	3	4	2	74	116
Electrical Engineering	28	329	3	16	29	1	35	10	11	2	250	357
<b>Total Undergraduate</b>	<b>41</b>	<b>432</b>	<b>3</b>	<b>21</b>	<b>40</b>	<b>3</b>	<b>50</b>	<b>13</b>	<b>15</b>	<b>4</b>	<b>324</b>	<b>473</b>

Graduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
<b>Total Graduate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Total Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Computer Engineering	13	103	0	5	11	2	15	3	4	2	74	116
Electrical Engineering	28	329	3	16	29	1	35	10	11	2	250	357
<b>Total Enrollment</b>	<b>41</b>	<b>432</b>	<b>3</b>	<b>21</b>	<b>40</b>	<b>3</b>	<b>50</b>	<b>13</b>	<b>15</b>	<b>4</b>	<b>324</b>	<b>473</b>

Data provided by Jason Jones, State University System of Florida, July 2013

Does not include any Engineering Technology (CIP 15.xxxx) enrollments

<b>Table 1A</b>	<b>FAMU-FSU Joint College of Engineering Study Headcount Enrollment in Engineering Programs in Florida Institutions By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14</b>	<b>RFP # 1A</b>
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<b>DeVRY UNIVERSITY</b>
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DeVry University does not offer any Engineering Science (CIP 14.xxxx) degrees.

Table 1A

FAMU-FSU Joint College of Engineering Study  
Headcount Enrollment in Engineering Programs in Florida Institutions  
By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14

RFP #1A

Please report Fall 2013 census date enrollment figures for all Engineering programs beginning with CIP 14.xxxx. Add more lines if necessary.

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY (Daytona Beach, FL Campus)

Undergraduate Programs	CIP	Females	Male	Amer Indian	Asian	Black or Af Am	HI or Pac Islander	Hispanic	Non-Res Alien	Two or More	Unknown	White	TOTAL
Aerospace Engineering (B)	14.0201	193	1028	5	77	46	4	76	203	49	96	665	1221
Civil Engineering (B)	14.0899	13	23		1	1		2	8	6	1	17	36
Computer Engineering (B)	14.0901	4	32	1	1	1		1	6		6	20	36
Electrical Engineering (B)	14.1001	4	50		2	7	1	1	14	1	2	26	54
Engineering Physics (B)	14.1201	18	63	1	3		1	4	6	4	9	53	81
Mechanical Engineering (B)	14.1901	49	203	1	6	13		21	32	19	22	138	252
Software Engineering (B)	14.0903	6	28					1	8	1	1	23	34
Still Exploring-Engineering (B)		14	64		3	7		8	11	6	7	36	78
<b>Total Undergraduate</b>		<b>301</b>	<b>1491</b>	<b>8</b>	<b>93</b>	<b>75</b>	<b>6</b>	<b>114</b>	<b>288</b>	<b>86</b>	<b>144</b>	<b>978</b>	<b>1792</b>

Graduate Programs	CIP	Females	Male	Amer Indian	Asian	Black or Af Am	HI or Pac Islander	Hispanic	Non-Res Alien	Two or More	Unknown	White	TOTAL
Aerospace Engineering (M)	14.0201	16	106		5	1		3	77	2	8	26	122
Aerospace Engineering (D)	14.0201	1	2		1				2				3
Electrical & Computer Engineer	14.1001	8	22						20	1	3	6	30
Engineering Physics (M)	14.1201	7	14		1			2	4	1	3	10	21
Engineering Physics (D)	14.1201	2	8		1				5			4	10
Mechanical Engineering (M)	14.1901	15	60		5	3		5	32	3	5	22	75
Multidisciplinary MS in Engine	14.0101		14		2				4		3	5	14
Software Engineering (M)	14.0903	6	19		1	2		2	12			8	25
Unman & Auton Sys Engin (M)	14.0201		4						3		1		4
<b>Total Graduate</b>		<b>55</b>	<b>249</b>	<b>0</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>12</b>	<b>159</b>	<b>7</b>	<b>23</b>	<b>81</b>	<b>304</b>

(B) = Bachelor's, (M) = Master's, (D) = PhD

**Table 1A**

FAMU-FSU Joint College of Engineering Study  
 Headcount Enrollment in Engineering Programs in Florida Institutions  
 By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14

RFP # 1A

<b>FLORIDA MEMORIAL UNIVERSITY</b>
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Florida Memorial University does not offer any Engineering Science (CIP 14.xxxx) degrees. They have a dual program with FIU and UM but don't grant engineering degrees themselves.

**FAMU-FSU Joint College of Engineering Study** **RFP # 1A**  
**Table 1A** **Headcount Enrollment in Engineering Programs in Florida Institutions**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14**

**UNIVERSITY OF MIAMI**

Undergraduate Programs	Females	Male	Amer Indian	Asian	Black or Af Am	HI or Pac Islander	Hispanic	Non-Res Alien	Two or More	Unknown	White	TOTAL
Aerospace Engineering	7	45	0	2	3	0	10	3	6	1	27	52
Architectual Eng	24	38	0	3	5	0	6	35	1	3	9	62
Audio Engineering	3	24	0	0	1	0	8	0	0	3	15	27
Biomedical Engineering	116	170	1	24	26	0	68	13	10	23	121	286
Civil Engineering	14	59	0	1	2	1	14	29	2	2	22	73
Computer Engineering	15	48	0	3	4	0	24	9	0	3	20	63
Electrical Engineering	9	49	0	1	5	0	7	20	0	3	22	58
Engineering Science	2	2	0	0	1	0	0	2	0	0	1	4
Environmental Eng	23	13	0	1	0	0	9	3	3	1	19	36
Industrial Engineering	58	145	0	3	16	0	52	65	3	8	56	203
Mechanical Engineering	15	141	0	4	10	0	36	27	6	8	65	156
<b>Total Undergraduate</b>	<b>286</b>	<b>734</b>	<b>1</b>	<b>42</b>	<b>73</b>	<b>1</b>	<b>234</b>	<b>206</b>	<b>31</b>	<b>55</b>	<b>377</b>	<b>1020</b>

Graduate Programs	Females	Male	Amer Indian	Asian	Black or Af Am	HI or Pac Islander	Hispanic	Non-Res Alien	Two or More	Unknown	White	TOTAL
Aerospace Engineering	0	0	0	0	0	0	0	0	0	0	0	0
Architectual Eng	0	1	0	0	0	0	0	1	0	0	0	1
Audio Engineering	0	0	0	0	0	0	0	0	0	0	0	0
Biomedical Engineering	32	44	0	2	1	1	21	28	1	2	20	76
Civil Engineering	10	22	0	1	1	0	6	14	1	0	9	32
Computer Engineering	0	0	0	0	0	0	0	0	0	0	0	0
Electrical Engineering	7	53	0	1	0	0	6	49	0	1	3	60
Engineering Science	0	0	0	0	0	0	0	0	0	0	0	0
Environmental Eng	0	0	0	0	0	0	0	0	0	0	0	0
Industrial Engineering	12	35	0	0	1	0	4	26	0	2	14	47
Mechanical Engineering	4	26	0	6	0	0	5	14	1	0	4	30
<b>Total Graduate</b>	<b>65</b>	<b>181</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>42</b>	<b>132</b>	<b>3</b>	<b>5</b>	<b>50</b>	<b>246</b>

Total Enrollment	Females	Male	Amer Indian	Asian	Black or Af Am	HI or Pac Islander	Hispanic	Non-Res Alien	Two or More	Unknown	White	TOTAL
Aerospace Engineering	7	45	0	2	3	0	10	3	6	1	27	52
Architectual Eng	24	39	0	3	5	0	6	36	1	3	9	63
Audio Engineering	3	24	0	0	1	0	8	0	0	3	15	27
Biomedical Engineering	148	214	1	26	27	1	89	41	11	25	141	362
Civil Engineering	24	81	0	2	3	1	20	43	3	2	31	105
Computer Engineering	15	48	0	3	4	0	24	9	0	3	20	63
Electrical Engineering	16	102	0	2	5	0	13	69	0	4	25	118
Engineering Science	2	2	0	0	1	0	0	2	0	0	1	4
Environmental Eng	23	13	0	1	0	0	9	3	3	1	19	36
Industrial Engineering	70	180	0	3	17	0	56	91	3	10	70	250
Mechanical Engineering	19	167	0	10	10	0	41	41	7	8	69	186
<b>Total Enrollment</b>	<b>351</b>	<b>915</b>	<b>1</b>	<b>52</b>	<b>76</b>	<b>2</b>	<b>276</b>	<b>338</b>	<b>34</b>	<b>60</b>	<b>427</b>	<b>1,266</b>

Data provided by Peter Liu, Institutional Research, University of Miami

Prepared by CBT Consultants, September 2014 (1A)

<b>Table 1A</b>	<b>FAMU-FSU Joint College of Engineering Study Headcount Enrollment in Engineering Programs in Florida Institutions By Gender, Race/Ethnicity, and Degree Level for Fall 2013-14</b>	<b>RFP # 1A</b>
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<b>UNIVERSITY OF TAMPA</b>
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University of Tampa does not offer any Engineering Science (CIP 14.xxxx) degrees.



Table 2BC

**FAMU-FSU Joint College of Engineering Study**  
**Faculty in the Joint College of Engineering**

RFP #2BC

CHEMICAL ENGINEERING (14.0701)																
Fiscal Year	Full-Time Faculty						Part-Time Faculty									
	Tenured		Ten Track		NonTTrack		Tenured		Ten Track		NonTTrack		Grad Assts			
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU		
FY13	1	7	1	5	0	1	0	0	0	0	0	0	0	0	0	23
FY12	1	7	1	3	0	2	0	0	0	0	0	0	0	0	0	22
FY11	1	6	1	3	0	3	0	0	0	0	0	0	0	0	0	18
FY10	1	7	1	3	0	2	0	0	0	0	0	0	0	0	0	16
FY09	1	7	1	3	0	1	0	0	0	0	0	0	0	0	0	12
FY08	1	6	1	5	0	1	0	0	0	0	0	0	0	0	0	7
FY07	1	6	1	3	0	1	0	0	1	0	0	0	0	0	0	8
FY06	2	5	1	4	0	1	0	0	1	0	0	0	0	0	0	7
FY05	2	4	2	2	0	1	0	0	1	0	0	0	0	0	0	12
FY04	2	5	0	3	1	1	1	0	2	0	1	1	0	0	0	9
<b>TOTAL</b>	<b>13</b>	<b>60</b>	<b>10</b>	<b>34</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>134</b>

CIVIL ENGINEERING (14.0801)																
Fiscal Year	Full-Time Faculty						Part-Time Faculty									
	Tenured		Ten Track		NonTTrack		Tenured		Ten Track		NonTTrack		Grad Assts			
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU		
FY13	5	6	3	1	0	1	0	0	0	0	0	1	1	1	1	24
FY12	6	6	3	1	0	0	0	0	0	0	0	0	0	3	3	21
FY11	6	5	3	1	0	0	0	0	0	0	0	0	0	4	4	23
FY10	6	5	3	2	0	0	0	0	0	0	0	0	0	4	4	26
FY09	5	5	3	2	0	0	1	0	0	0	0	0	0	2	2	29
FY08	6	5	2	1	0	1	0	0	0	0	0	0	0	1	1	21
FY07	7	5	1	1	1	0	0	0	0	0	0	0	0	2	2	25
FY06	6	5	1	1	1	0	0	0	0	0	0	0	0	0	0	26
FY05	8	4	1	3	0	0	0	0	0	0	0	0	0	0	0	29
FY04	8	5	1	2	0	1	0	0	1	0	0	3	4	3	4	33
<b>TOTAL</b>	<b>63</b>	<b>51</b>	<b>21</b>	<b>15</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>257</b>

ELECTRICAL ENGINEERING (14.1001)																
Fiscal Year	Full-Time Faculty						Part-Time Faculty									
	Tenured		Ten Track		NonTTrack		Tenured		Ten Track		NonTTrack		Grad Assts			
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU		
FY13	2	12	4	1	0	0	0	0	0	0	0	0	3	3	3	25
FY12	2	12	3	0	0	1	0	0	0	0	0	0	2	2	2	23
FY11	3	11	2	1	0	0	0	0	0	0	0	0	1	1	1	22
FY10	3	11	2	1	0	0	0	0	0	0	0	0	2	2	2	15
FY09	3	9	2	2	0	0	0	0	0	0	0	0	0	0	0	19
FY08	4	10	2	2	0	0	0	0	0	0	0	0	1	1	1	23
FY07	5	8	1	4	0	0	0	1	0	0	0	0	3	3	3	27
FY06	5	8	2	4	0	0	0	0	0	0	0	0	0	0	0	22
FY05	5	5	0	7	0	2	0	0	0	0	0	0	0	0	0	21
FY04	6	5	1	5	0	3	0	0	0	0	0	1	2	2	2	25
<b>TOTAL</b>	<b>38</b>	<b>91</b>	<b>19</b>	<b>27</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>222</b>

MECHANICAL ENGINEERING (14.1901)															
Fiscal Year	Full-Time Faculty						Part-Time Faculty								
	Tenured		Ten Track		NonTTrack		Tenured		Ten Track		NonTTrack		Grad Assts		
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	
FY13	3	11	0	4	0	4	0	1	0	0	0	0	0	0	29
FY12	3	12	0	4	0	2	0	0	0	0	0	0	0	0	39
FY11	3	10	0	2	0	3	0	0	0	0	0	0	0	0	22
FY10	2	8	0	3	0	4	0	0	0	0	0	0	0	1	18
FY09	2	11	0	3	0	3	1	0	0	0	0	0	0	1	32
FY08	3	10	0	4	0	4	1	0	0	0	0	0	0	1	18
FY07	4	11	0	5	0	3	0	0	0	0	0	0	0	5	20
FY06	2	8	2	4	0	3	0	1	0	0	0	0	0	0	20
FY05	2	10	2	4	0	4	0	0	0	0	0	1	0	0	24
FY04	2	9	1	3	0	3	0	0	0	0	0	7	6	0	23
<b>TOTAL</b>	<b>26</b>	<b>100</b>	<b>5</b>	<b>36</b>	<b>0</b>	<b>33</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>245</b>

INDUSTRIAL ENGINEERING (14.3501)															
Fiscal Year	Full-Time Faculty						Part-Time Faculty								
	Tenured		Ten Track		NonTTrack		Tenured		Ten Track		NonTTrack		Grad Assts		
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	
FY13	1	3	1	4	0	2	0	0	0	0	0	2	0	0	31
FY12	1	4	0	5	0	2	0	0	0	0	0	0	0	0	29
FY11	0	4	0	4	0	2	0	0	0	0	0	0	0	1	34
FY10	0	4	0	4	1	2	0	0	0	0	0	0	0	2	34
FY09	1	5	0	4	0	1	0	0	0	0	0	0	0	0	39
FY08	1	5	0	4	0	2	0	0	0	0	0	0	0	0	30
FY07	1	6	0	3	0	1	0	0	0	0	0	0	0	0	42
FY06	1	6	0	1	1	0	0	0	0	0	2	0	0	0	33
FY05	1	5	0	2	1	0	0	0	0	0	1	0	0	0	31
FY04	1	2	0	1	1	1	0	0	0	0	0	0	1	0	10
<b>TOTAL</b>	<b>8</b>	<b>44</b>	<b>1</b>	<b>32</b>	<b>4</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>313</b>

TOTAL JOINT COLLEGE OF ENGINEERING FACULTY															
Fiscal Year	Full-Time Faculty						Part-Time Faculty								
	Tenured		Ten Track		NonTTrack		Tenured		Ten Track		NonTTrack		Grad Assts		
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	
FY13	12	39	9	15	0	8	0	1	0	0	0	3	4	0	132
FY12	13	41	7	13	0	7	0	0	0	0	0	0	5	0	134
FY11	13	36	6	11	0	8	0	0	0	0	0	0	6	0	119
FY10	12	35	6	13	1	8	0	0	0	0	0	0	9	0	109
FY09	12	37	6	14	0	5	2	0	0	0	0	0	3	0	131
FY08	15	36	5	16	0	8	1	0	0	0	0	0	3	0	99
FY07	18	36	3	16	1	5	0	1	1	0	0	0	10	0	122
FY06	16	32	6	14	2	4	0	1	1	0	2	0	0	0	108
FY05	18	28	5	18	1	7	0	0	1	0	1	1	0	0	117
FY04	19	26	3	14	2	9	1	0	3	0	1	12	13	0	100
<b>TOTAL</b>	<b>148</b>	<b>346</b>	<b>56</b>	<b>144</b>	<b>7</b>	<b>69</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>16</b>	<b>53</b>	<b>0</b>	<b>1171</b>

NOTE: The Biomedical and Computer Engineering faculty at FSU are associated with other primary budgets.

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2B)

Table 2BC		FAMU-FSU Joint College of Engineering Study Faculty in the Joint College of Engineering								RFP #2BC	
		CHEMICAL ENGINEERING (14.0701)									
		Faculty Salaries and Fringe Benefits									
Fiscal Year	Tenured		Ten Track		NonTTrack		Grad Asst/Assoc		Total		
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	
FY13	119,599	994,171	106,657	538,143	0	82,612	0	185,229	226,256	1,800,155	
FY12	109,352	921,439	99,125	292,253	0	165,248	0	132,034	208,477	1,510,974	
FY11	88,984	749,004	89,107	282,269	0	267,520	0	116,850	178,091	1,415,643	
FY10	88,921	860,977	88,994	276,736	0	160,435	0	113,611	177,915	1,411,759	
FY09	88,572	860,977	83,210	276,736	0	77,235	0	77,878	171,783	1,292,826	
FY08	191,831	707,377	84,521	520,708	0	77,235	0	42,575	276,352	1,347,895	
FY07		686,775		266,940		74,985		41,368		1,070,068	
FY06		518,661		420,540		74,985		42,426		1,056,612	
FY05		388,616		173,590		70,825		59,770		692,800	
FY04		485,344		258,556		61,267		46,006		851,173	
TOTAL	687,259	7,173,339	551,615	3,306,472	0	1,112,348	0	857,747	1,238,873	12,449,906	
FY08-13	687,259	5,093,943	551,615	2,186,845	0	830,286	0	668,177	1,238,873	8,779,252	

	CIVIL ENGINEERING (14.0801)									
	Faculty Salaries and Fringe Benefits									
Fiscal Year	Tenured		Ten Track		NonTTrack		Grad Asst/Assoc		Total	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	589,752	671,889	313,887	107,494	61,660	81,435	0	118,882	965,299	979,700
FY12	696,205	634,817	293,185	92,288	61,453	0	0	72,684	1,050,843	799,789
FY11	681,965	538,093	283,954	92,288	61,094	0	0	103,478	1,027,013	733,859
FY10	684,882	517,939	280,605	182,674	61,852	0	0	103,001	1,027,339	803,614
FY09	544,265	505,652	264,970	176,274	52,070	0	0	94,366	861,305	776,292
FY08	646,149	505,652	210,057	86,674	46,784	89,600	0	63,574	902,991	745,500
FY07		490,926		84,150		0		78,051		653,127
FY06		490,926		84,150		0		86,571		661,647
FY05		367,845		241,161		0		105,399		714,405
FY04		460,712		154,223		59,543		221,519		895,997
TOTAL	3,843,218	5,184,452	1,646,658	1,301,376	344,914	230,578	0	1,047,525	5,834,790	7,763,931
FY08-13	3,843,218	3,374,043	1,646,658	737,692	344,914	171,035	0	555,985	5,834,790	4,838,755

	ELECTRICAL ENGINEERING (14.1001)									
	Faculty Salaries and Fringe Benefits									
Fiscal Year	Tenured		Ten Track		NonTTrack		Grad Asst/Assoc		Total	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	226,129	1,583,990	416,553	109,983	0	0	0	126,811	642,682	1,820,783
FY12	225,378	1,466,860	310,700	0	0	90,310	0	97,173	536,078	1,654,343
FY11	374,904	1,331,857	200,177	97,773	0	0	0	106,678	575,081	1,536,307
FY10	378,312	1,280,636	203,174	94,925	0	0	0	72,698	581,486	1,448,259
FY09	377,219	1,062,236	181,571	183,361	0	1,806,651	0	95,173	558,789	3,147,421
FY08	480,794	1,146,740	85,140	183,361	0	1,816,964	0	113,739	565,934	3,260,805
FY07		897,402		363,095		0		114,050		1,374,547
FY06		897,115		453,971		0		106,834		1,457,920
FY05		503,222		728,859		162,877		101,832		1,496,790
FY04		453,162		465,388		316,288		160,503		1,395,341
TOTAL	2,062,736	10,623,219	1,397,315	2,680,716	0	4,193,091	0	1,095,491	3,460,051	18,592,516
FY08-13	2,062,736	7,872,319	1,397,315	669,403	0	3,713,925	0	612,272	3,460,051	12,867,919

Fiscal Year	MECHANICAL ENGINEERING (14.1901)									
	Faculty Salaries and Fringe Benefits									
	Tenured		Ten Track		NonTTrack		Grad Asst/Assoc		Total	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	328,768	1,839,343	0	418,426	0	352,841	0	137,367	328,768	2,747,977
FY12	326,549	1,869,185	0	404,873	0	161,428	0	173,431	326,549	2,608,918
FY11	319,410	1,600,330	0	202,063	0	261,268	0	113,108	319,410	2,176,770
FY10	327,757	1,025,010	0	286,093	0	345,281	0	99,110	327,757	1,755,494
FY09	314,973	1,532,074	0	286,093	0	261,445	0	183,929	314,973	2,263,541
FY08	320,035	1,399,057	0	377,350	0	338,245	0	100,331	320,035	2,214,983
FY07		1,486,481		469,972		234,496		106,344		2,297,293
FY06		1,082,472		373,807		234,496		114,745		1,805,520
FY05		1,237,541		188,687		302,514		117,355		1,846,097
FY04		1,059,059		290,988		202,403		141,609		1,694,058
<b>TOTAL</b>	<b>1,937,491</b>	<b>14,130,552</b>	<b>0</b>	<b>3,298,353</b>	<b>0</b>	<b>2,694,418</b>	<b>0</b>	<b>1,287,329</b>	<b>1,937,491</b>	<b>21,410,652</b>
<b>FY08-13</b>	<b>1,937,491</b>	<b>9,265,000</b>	<b>0</b>	<b>1,974,898</b>	<b>0</b>	<b>1,720,509</b>	<b>0</b>	<b>807,276</b>	<b>1,937,491</b>	<b>13,767,683</b>

Fiscal Year	INDUSTRIAL ENGINEERING (14.3501)									
	Faculty Salaries and Fringe Benefits									
	Tenured		Ten Track		NonTTrack		Grad Asst/Assoc		Total	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	122,515	382,614	98,694	385,807	0	165,435	0	163,874	221,209	1,097,730
FY12	124,547	610,034	83,700	462,985	0	179,665	0	82,909	208,247	1,335,593
FY11	0	590,310	0	370,825	0	151,680	0	149,680	0	1,262,495
FY10	0	573,116	0	360,026	83,425	168,570	0	158,976	83,425	1,260,687
FY09	98,154	666,253	0	360,026	0	110,970	0	181,726	98,154	1,318,974
FY08	99,700	666,253	0	360,026	0	183,482	0	112,882	99,700	1,322,642
FY07		731,900		267,520		64,000		160,985		1,224,405
FY06		731,901		83,443		0		154,584		969,929
FY05		588,232		170,927		0		128,819		887,978
FY04		291,955		77,633		82,528		60,855		512,971
<b>TOTAL</b>	<b>444,917</b>	<b>5,832,568</b>	<b>182,394</b>	<b>2,899,218</b>	<b>83,425</b>	<b>1,106,328</b>	<b>0</b>	<b>1,355,290</b>	<b>710,736</b>	<b>11,193,405</b>
<b>FY08-13</b>	<b>444,917</b>	<b>3,488,580</b>	<b>182,394</b>	<b>2,299,694</b>	<b>83,425</b>	<b>959,800</b>	<b>0</b>	<b>850,047</b>	<b>710,736</b>	<b>7,598,121</b>

Fiscal Year	TOTAL JOINT COLLEGE OF ENGINEERING FACULTY									
	Faculty Salaries and Fringe Benefits									
	Tenured		Ten Track		NonTTrack		Grad Asst/Assoc		Total	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	1,386,763	5,472,006	935,791	1,559,853	61,660	682,323	0	732,163	2,384,214	8,446,345
FY12	1,482,031	5,502,335	786,710	1,252,399	61,453	596,652	0	558,231	2,330,194	7,909,617
FY11	1,465,262	4,809,594	573,238	1,045,219	61,094	680,468	0	589,794	2,099,595	7,125,075
FY10	1,479,872	4,257,678	572,773	1,200,453	145,277	674,286	0	547,396	2,197,922	6,679,813
FY09	1,423,184	4,627,192	529,751	1,282,490	52,070	2,256,301	0	633,072	2,005,005	8,799,055
FY08	1,738,509	4,425,079	379,718	1,528,119	46,784	2,505,526	0	433,101	2,165,012	8,891,825
FY07	0	4,293,484	0	1,451,677	0	373,481	0	500,798	0	6,619,440
FY06	0	3,721,075	0	1,415,912	0	309,481	0	505,160	0	5,951,628
FY05	0	3,085,455	0	1,503,224	0	536,216	0	513,175	0	5,638,071
FY04	0	2,750,232	0	1,246,788	0	722,029	0	630,492	0	5,349,541
<b>TOTAL</b>	<b>8,975,621</b>	<b>42,944,131</b>	<b>3,777,981</b>	<b>13,486,134</b>	<b>428,339</b>	<b>9,336,763</b>	<b>0</b>	<b>5,643,382</b>	<b>13,181,941</b>	<b>71,410,409</b>
<b>FY08-13</b>	<b>8,975,621</b>	<b>29,093,884</b>	<b>3,777,981</b>	<b>7,868,532</b>	<b>428,339</b>	<b>7,395,556</b>	<b>0</b>	<b>3,493,757</b>	<b>13,181,941</b>	<b>47,851,729</b>

NOTE: The Biomedical and Computer Engineering faculty at FSU are associated with other primary budgets.

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2B)

Table 2BC

**FAMU-FSU Joint College of Engineering Study  
Administrative Staff in the Joint College of Engineering**

RFP #2BC

**NOTE: Administrative staff includes EEO Categories 3, 4 and 5**

Fiscal Year	CHEMICAL ENGINEERING (14.0701)				CIVIL ENGINEERING (14.0801)			
	Administrative Staff				Administrative Staff			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	1	2	43,407	111,631	2	0	149,517	0
FY12	0	2	21,250	103,950	3	3	148,992	185,964
FY11	1	2	35,250	103,950	3	0	132,065	0
FY10	0	2	35,666	100,922	3	0	178,433	0
FY09	1	2	28,811	107,322	4	5	131,675	291,885
FY08	1	2	28,399	102,804	4	4	168,426	238,332
FY07	1	2		100,298	4	4		232,520
FY06	1	2		99,205	4	0		0
FY05	0	2		94,092	3	0		0
FY04	0	2		90,821	3	0		0
<b>TOTAL</b>	<b>6</b>	<b>20</b>	<b>192,783</b>	<b>1,014,995</b>	<b>33</b>	<b>16</b>	<b>909,108</b>	<b>948,700</b>
<b>FY08-13</b>	<b>4</b>	<b>12</b>	<b>192,783</b>	<b>630,579</b>	<b>19</b>	<b>12</b>	<b>909,108</b>	<b>716,180</b>

Fiscal Year	ELECTRICAL ENGINEERING (14.1001)				MECHANICAL ENGINEERING (14.1901)			
	Administrative Staff				Administrative Staff			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	4	1	144,270	47,382	2	3	106,249	165,248
FY12	3	1	143,582	45,590	1	2	47,005	105,626
FY11	3	1	134,503	45,590	1	2	44,467	105,626
FY10	3	1	84,390	44,262	1	2	44,991	102,548
FY09	3	1	80,242	44,262	1	2	41,670	102,548
FY08	4	1	161,613	44,262	1	2	41,376	102,548
FY07	4	1		43,182	1	2		100,049
FY06	4	1		41,923	1	2		98,961
FY05	3	1		37,787	0	2		93,860
FY04	2	1		33,158	0	3		139,237
<b>TOTAL</b>	<b>33</b>	<b>10</b>	<b>748,600</b>	<b>427,398</b>	<b>9</b>	<b>22</b>	<b>325,758</b>	<b>1,116,251</b>
<b>FY08-13</b>	<b>20</b>	<b>6</b>	<b>748,600</b>	<b>271,348</b>	<b>7</b>	<b>13</b>	<b>325,758</b>	<b>684,145</b>

Fiscal Year	INDUSTRIAL ENGINEERING (14.3501)				DEAN'S OFFICE			
	Administrative Staff				Administrative Staff			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	2	1	114,053	363,087	0	15	45,107	814,323
FY12	4	1	113,498	268,951	0	16	43,002	831,123
FY11	4	1	110,167	264,207	1	17	48,125	963,182
FY10	4	1	109,769	256,513	1	16	47,826	870,982
FY09	3	1	103,305	253,953	1	12	43,218	633,172
FY08	3	1	101,829	253,953	1	14	42,601	732,100
FY07	2	1		187,817	1	15		740,832
FY06	2	1		204,229	2	17		833,755
FY05	2	1		183,956	1	13		605,347
FY04	3	1		62,115	1	16		749,271
<b>TOTAL</b>	<b>29</b>	<b>10</b>	<b>652,621</b>	<b>2,298,783</b>	<b>9</b>	<b>151</b>	<b>269,879</b>	<b>7,774,088</b>
<b>FY08-13</b>	<b>20</b>	<b>6</b>	<b>652,621</b>	<b>1,660,666</b>	<b>4</b>	<b>90</b>	<b>269,879</b>	<b>4,844,883</b>

		COMPUTER FACILITIES						OTHER			
		Administrative Staff						Administrative Staff			
Fiscal Year	Number		Salary and Fringe				Number		Salary and Fringe		
	FAMU	FSU	FAMU	FSU			FAMU	FSU	FAMU	FSU	
FY13	2		93,991				5		248,458		
FY12	2		92,355				7		361,501		
FY11	2		89,383				5		312,714		
FY10	2		91,017				6		286,104		
FY09	2		94,106				8		340,027		
FY08	2		92,761				8		336,363		
FY07	2						8				
FY06	2						8				
FY05	1						8				
FY04	0						8				
TOTAL	17	0	553,613	0			71	0	1,885,167	0	
FY08-13	12	0	553,613	0			39	0	1,885,167	0	

TOTAL ADMINISTRATIVE STAFF				
Administrative Staff				
Fiscal Year	Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU
FY13	18	22	945,052	1,501,672
FY12	20	25	971,185	1,541,203
FY11	20	23	906,674	1,482,555
FY10	20	22	878,196	1,375,228
FY09	23	23	863,054	1,433,143
FY08	24	24	973,368	1,474,001
FY07	23	25	0	1,404,698
FY06	24	23	0	1,278,072
FY05	18	19	0	1,015,041
FY04	17	23	0	1,074,602
<b>TOTAL</b>	<b>207</b>	<b>229</b>	<b>5,537,529</b>	<b>13,580,215</b>
<b>FY08-13</b>	<b>125</b>	<b>139</b>	<b>5,537,529</b>	<b>8,807,802</b>

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2B)

**Table 2BC** **FAMU-FSU Joint College of Engineering Study** **RFP #2BC**  
**Faculty in the Joint College of Engineering**

Fiscal Year	DEAN'S OFFICE POSITIONS IN THE JOINT COLLEGE														
	Full-Time Dean's Office							Part-Time Dean's Office							
	Tenured		Ten Track		NonTTrack			Tenured		Ten Track		NonTTrack		Grad Assts	
	FAMU	FSU	FAMU	FSU	FAMU	FSU		FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	0	0	0	0	0	3		0	0	0	0	0	3	0	1
FY12	0	0	0	0	0	3		0	0	0	0	0	1	0	6
FY11	0	1	0	0	0	2		0	0	0	0	0	1	0	2
FY10	0	0	0	0	0	2		0	0	0	0	0	1	2	9
FY09	0	1	0	0	0	2		0	0	0	0	0	1	2	6
FY08	0	0	0	0	0	2		0	0	0	0	0	1	2	4
FY07	0	2	0	1	0	6		0	0	0	0	0	2	0	3
FY06	0	0	0	0	0	1		0	0	0	0	0	2	0	4
FY05	0	0	0	0	0	3		0	0	0	0	0	1	0	3
FY04	0	0	0	0	0	2		0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>26</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>38</b>



Table 2BC	FAMU-FSU Joint College of Engineering Study Faculty in the Joint College of Engineering	RFP #2BC
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Fiscal Year	DEAN'S OFFICE POSITIONS IN THE JOINT COLLEGE									
	Dean's Office Salaries and Fringe Benefits									
	Tenured		Ten Track		NonTTrack		Grad Asst/Assoc		Total	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13		0		0		296,850		5,389		302,239
FY12		0		0		285,586		30,792		316,378
FY11		96,724		0		196,035		18,381		311,140
FY10		0		0		183,770		56,365		240,135
FY09		108,933		0		177,810		37,946		324,689
FY08		0		0		177,810		29,320		207,130
FY07		235,698		83,442		598,397		20,392		937,929
FY06		0		0		114,775		19,314		134,089
FY05		0		0		246,566		21,373		267,939
FY04		0		0		131,759		0		131,759
TOTAL	0	441,356	0	83,442	0	2,409,358	0	239,272	0	3,173,428

Table 2BC

**FAMU-FSU Joint College of Engineering Study  
Administrative Staff in the Joint College of Engineering**

RFP #2BC

**NOTE: Administrative staff includes EEO Categories 3, 4 and 5**

CHEMICAL ENGINEERING (14.0701)								
Fiscal Year	Faculty Vacancies				Administrative Vacancies			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	0	2	0	83,793		0	43,407	0
FY12	0	5	0	348,449		0	25,000	0
FY11	0	4	0	253,393		0		0
FY10	0	5	0	343,764		0		0
FY09	0	5	0	343,764		0		0
FY08	4	4	229,146	253,393		0		0
FY07		5		342,993		0		0
FY06		3		174,792		0		0
FY05		3		174,792		0		0
FY04		2		130,816		0		0
<b>TOTAL</b>	<b>4</b>	<b>38</b>	<b>229,146</b>	<b>2,449,948</b>	<b>0</b>	<b>0</b>	<b>68,407</b>	<b>0</b>
<b>FY08-13</b>	<b>4</b>	<b>25</b>	<b>229,146</b>	<b>1,626,556</b>				

CIVIL ENGINEERING (14.0801)								
Fiscal Year	Faculty Vacancies				Administrative Vacancies			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	0	12	0	877,009		0	55,882	0
FY12	1	16	88,200	1,074,762		0	0	0
FY11	0	10	0	753,830		0	27,555	0
FY10	0	10	0	753,830		0	0	0
FY09	1	10	99,456	753,830		0	39,192	0
FY08	0	10	0	753,830		0		0
FY07		11		841,943		0		0
FY06		10		753,830		0		0
FY05		8		624,550		0		0
FY04		14		1,099,140		0		0
<b>TOTAL</b>	<b>2</b>	<b>111</b>	<b>187,656</b>	<b>8,286,556</b>	<b>0</b>	<b>0</b>	<b>122,629</b>	<b>0</b>
<b>FY08-13</b>	<b>2</b>	<b>68</b>	<b>187,656</b>	<b>4,967,092</b>				

ELECTRICAL ENGINEERING (14.1001)								
Fiscal Year	Faculty Vacancies				Administrative Vacancies			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	0	2	0	151,963		0	94,735	0
FY12	1	6	114,750	484,756		0	27,811	0
FY11	1	9	92,737	782,708		0	33,840	0
FY10	0	9	0	782,708		0	48,135	0
FY09	1	9	96,121	782,708		0	83,375	0
FY08	6	9	443,923	782,708		0		0
FY07		8		757,903		0		0
FY06		3		272,946		0		0
FY05		2		108,445		0		0
FY04		3		180,836		0		0
<b>TOTAL</b>	<b>9</b>	<b>60</b>	<b>747,531</b>	<b>5,087,684</b>	<b>0</b>	<b>0</b>	<b>287,896</b>	<b>0</b>
<b>FY08-13</b>	<b>9</b>	<b>44</b>	<b>747,531</b>	<b>3,767,553</b>				

MECHANICAL ENGINEERING (14.1901)								
Fiscal Year	Faculty Vacancies				Administrative Vacancies			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	1	11	87,173	607,931		1		59,328
FY12	1	14	87,173	874,383	1	0	25,527	0
FY11	2	15	110,949	1,188,188		1		61,440
FY10	0	12	0	968,772		0		0
FY09	0	11	0	866,756		1		46,083
FY08	0	8	0	523,822		1		46,083
FY07		6		284,230		1		46,083
FY06		3		87,039		0		0
FY05		4		151,039		0		0
FY04		2		98,857		0		0
<b>TOTAL</b>	<b>4</b>	<b>86</b>	<b>285,294</b>	<b>5,651,017</b>	<b>1</b>	<b>5</b>	<b>25,527</b>	<b>259,016</b>
<b>FY08-13</b>	<b>4</b>	<b>71</b>	<b>285,294</b>	<b>5,029,852</b>				

INDUSTRIAL ENGINEERING (14.3501)								
Fiscal Year	Faculty Vacancies				Administrative Vacancies			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13	0	5	0	655,830		2		80,205
FY12		3	0	339,907		2		80,205
FY11		4	78,120	384,376		2		80,205
FY10		4	83,528	372,854		2		80,205
FY09		3	83,528	288,376		2		80,205
FY08		2	151,800	203,896		1		30,285
FY07		3		299,896		1		68,579
FY06		2		166,799		0		0
FY05		2		229,485		0		0
FY04		1		78,080		0		0
<b>TOTAL</b>	<b>0</b>	<b>29</b>	<b>396,976</b>	<b>3,019,500</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>499,887</b>
<b>FY08-13</b>	<b>0</b>	<b>21</b>	<b>396,976</b>	<b>2,245,239</b>				

DEAN'S OFFICE								
Fiscal Year	Faculty Vacancies				Administrative Vacancies			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13		3		230,460		4		195,845
FY12		3		230,460		3		167,855
FY11		4		491,199		1		30,751
FY10		3		230,460		3		108,001
FY09		3		230,460		4		167,816
FY08		3		230,460		2		75,700
FY07		3		230,460		3		109,194
FY06		3		230,460		1		32,000
FY05		3		230,460		1		40,564
FY04		1		83,200		2		72,138
<b>TOTAL</b>	<b>0</b>	<b>29</b>	<b>0</b>	<b>2,418,080</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>999,866</b>
<b>FY08-13</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>1,643,500</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>745,969</b>

Fiscal Year	OTHER VACANCIES							
	Faculty Vacancies				Administrative Vacancies			
	Number		Salary and Fringe		Number		Salary and Fringe	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY13							79,282	
FY12							98,588	
FY11							109,349	
FY10							124,191	
FY09							82,513	
FY08							117,279	
FY07								
FY06								
FY05								
FY04								
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>611,202</b>	<b>0</b>
<b>FY08-13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>611,202</b>	<b>0</b>

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**CHEMICAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	19	15	0	0	32	0	0	2	0	0	0	34
Fall 2005	13	10	0	1	20	0	0	2	0	0	0	23
Fall 2006	11	5	0	1	14	0	0	1	0	0	0	16
Fall 2007	6	7	0	0	11	0	0	2	0	0	0	13
Fall 2008	8	6	0	0	13	0	0	1	0	0	0	14
Fall 2009	14	6	0	0	19	0	0	1	0	0	0	20
Fall 2010	11	11	0	0	18	0	0	3	0	0	1	22
Fall 2011	20	27	0	0	40	0	0	2	0	0	5	47
Fall 2012	22	25	0	0	39	0	0	4	0	0	4	47
Fall 2013	24	19	0	0	37	0	1	4	0	0	1	43
10-Year Total	148	131	0	2	243	0	1	22	0	0	11	279
10-Year Change	5	4	0	0	5	0	1	2	0	0	1	9
10-Year % Change	26%	27%	n/a	n/a	16%	n/a	n/a	100%	n/a	n/a	n/a	26%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	11	34	0	0	39	0	0	4	0	0	2	45
Fall 2015 (Projected)	12	38	0	0	44	0	0	4	0	0	2	50
Fall 2016 (Projected)	14	41	0	0	48	0	0	4	0	0	2	55
Fall 2017 (Projected)	15	45	0	0	52	0	0	5	0	0	2	60
Fall 2018 (Projected)	16	49	0	0	57	0	0	5	0	0	3	65
Fall 2019 (Projected)	17	50	0	0	58	0	0	5	0	0	3	67
15-Year Projected Total	233	388	0	4	541	0	2	49	0	0	24	621
15-Year Projected Change	-2	35	0	0	26	0	0	3	0	0	3	33
15-Yr Projected % Change	-11%	233%	n/a	n/a	82%	n/a	n/a	164%	n/a	n/a	n/a	97%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**CHEMICAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	0	3	0	0	2	0	0	1	0	0	0	3
Fall 2005	0	2	0	0	2	0	0	0	0	0	0	2
Fall 2006	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2007	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2008	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2009	2	1	0	0	3	0	0	0	0	0	0	3
Fall 2010	3	0	0	0	3	0	0	0	0	0	0	3
Fall 2011	3	1	0	0	3	0	0	1	0	0	0	4
Fall 2012	2	0	0	0	1	0	0	1	0	0	0	2
Fall 2013	0	1	0	0	1	0	0	0	0	0	0	1
10-Year Total	10	11	0	0	18	0	0	3	0	0	0	21
10-Year Change	0	-2	0	0	-1	0	0	-1	0	0	0	-2
10-Year % Change	n/a	-67%	n/a	n/a	-50%	n/a	n/a	n/a	n/a	n/a	n/a	-67%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2015 (Projected)	1	1	0	0	2	0	0	0	0	0	0	2
Fall 2016 (Projected)	1	1	0	0	2	0	0	0	0	0	0	2
Fall 2017 (Projected)	1	2	0	0	3	0	0	0	0	0	0	3
Fall 2018 (Projected)	1	2	0	0	3	0	0	0	0	0	0	3
Fall 2019 (Projected)	1	2	0	0	3	0	0	0	0	0	0	3
15-Year Projected Total	17	18	0	0	30	0	0	5	0	0	0	35
15-Year Projected Change	1	-1	0	0	1	0	0	-1	0	0	0	0
15-Yr Projected % Change	n/a	-48%	n/a	n/a	29%	n/a	n/a	-57%	n/a	n/a	n/a	0%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**CHEMICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	19	18	0	0	34	0	0	3	0	0	0	37
Fall 2005	13	12	0	1	22	0	0	2	0	0	0	25
Fall 2006	11	6	0	1	15	0	0	1	0	0	0	17
Fall 2007	6	8	0	0	12	0	0	2	0	0	0	14
Fall 2008	8	7	0	0	14	0	0	1	0	0	0	15
Fall 2009	16	7	0	0	22	0	0	1	0	0	0	23
Fall 2010	14	11	0	0	21	0	0	3	0	0	1	25
Fall 2011	23	28	0	0	43	0	0	3	0	0	5	51
Fall 2012	24	25	0	0	40	0	0	5	0	0	4	49
Fall 2013	24	20	0	0	38	0	1	4	0	0	1	44
10-Year Total	158	142	0	2	261	0	1	25	0	0	11	300
10-Year Change	5	2	0	0	4	0	1	1	0	0	1	7
10-Year % Change	26%	11%	n/a	n/a	12%	n/a	n/a	33%	n/a	n/a	n/a	19%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	11	35	0	0	40	0	0	4	0	0	2	46
Fall 2015 (Projected)	13	39	0	0	45	0	0	4	0	0	2	52
Fall 2016 (Projected)	15	42	0	0	50	0	0	5	0	0	2	57
Fall 2017 (Projected)	16	47	0	0	55	0	0	5	0	0	2	63
Fall 2018 (Projected)	17	51	0	0	59	0	0	6	0	0	3	68
Fall 2019 (Projected)	18	52	0	0	61	0	0	6	0	0	3	70
15-Year Projected Total	250	406	0	4	571	0	2	54	0	0	24	656
15-Year Projected Change	-1	34	0	0	27	0	0	3	0	0	3	33
15-Yr Projected % Change	-3%	187%	n/a	n/a	79%	n/a	n/a	90%	n/a	n/a	n/a	89%

Enrollment data provided by Jason Jones, State University System of Florida

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**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
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**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**CHEMICAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	36	63	0	6	10	0	19	3	0	1	60	99
Fall 2005	32	42	0	7	11	0	15	2	0	0	39	74
Fall 2006	31	49	0	8	13	0	14	7	0	0	38	80
Fall 2007	35	55	0	8	20	0	16	7	0	0	39	90
Fall 2008	42	63	0	6	16	0	15	8	0	0	60	105
Fall 2009	48	69	0	8	15	0	23	7	0	1	63	117
Fall 2010	42	74	0	12	8	0	21	4	0	3	68	116
Fall 2011	43	90	0	10	8	0	24	6	1	4	80	133
Fall 2012	55	115	0	10	10	0	27	6	1	4	112	170
Fall 2013	70	148	0	11	16	0	43	9	7	5	127	218
10-Year Total	434	768	0	86	127	0	217	59	9	18	686	1202
10-Year Change	34	85	0	5	6	0	24	6	7	4	67	119
10-Year % Change	94%	135%	n/a	83%	60%	n/a	126%	200%	n/a	400%	112%	120%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	71	149	0	11	16	0	43	9	7	5	128	220
Fall 2015 (Projected)	71	151	0	11	16	0	44	9	7	5	130	222
Fall 2016 (Projected)	72	152	0	11	16	0	44	9	7	5	131	225
Fall 2017 (Projected)	73	154	0	11	17	0	45	9	7	5	132	227
Fall 2018 (Projected)	74	156	0	12	17	0	45	9	7	5	133	229
Fall 2019 (Projected)	74	157	0	12	17	0	46	10	7	5	135	231
15-Year Projected Total	869	1687	0	154	226	0	484	114	51	48	1475	2556
15-Year Projected Change	38	94	0	6	7	0	27	7	7	4	75	132
15-Yr Projected % Change	106%	149%	n/a	100%	70%	n/a	142%	233%	n/a	400%	125%	133%

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**FLORIDA STATE UNIVERSITY**  
**CHEMICAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	7	11	0	1	0	0	0	14	0	0	3	18
Fall 2005	8	11	0	2	0	0	1	13	0	0	3	19
Fall 2006	6	7	0	0	0	0	0	12	0	0	1	13
Fall 2007	3	8	0	0	1	0	0	10	0	0	0	11
Fall 2008	2	8	0	0	1	0	0	8	0	0	1	10
Fall 2009	5	9	0	1	0	0	0	10	0	0	3	14
Fall 2010	3	9	0	1	0	0	0	8	0	0	3	12
Fall 2011	6	13	0	1	0	0	0	13	0	0	5	19
Fall 2012	5	13	0	1	0	0	0	12	0	0	5	18
Fall 2013	5	13	0	1	0	0	0	13	0	1	3	18
10-Year Total	50	102	0	8	2	0	1	113	0	1	27	152
10-Year Change	-2	2	0	0	0	0	0	-1	0	1	0	0
10-Year % Change	-29%	18%	n/a	n/a	n/a	n/a	n/a	-7%	n/a	n/a	0%	0%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	5	13	0	1	0	0	0	13	0	0	4	19
Fall 2015 (Projected)	6	14	0	1	0	0	0	13	0	0	5	19
Fall 2016 (Projected)	6	14	0	1	0	0	0	13	0	1	5	19
Fall 2017 (Projected)	6	14	0	1	0	0	0	14	0	0	5	20
Fall 2018 (Projected)	6	14	0	1	0	0	0	14	0	1	5	20
Fall 2019 (Projected)	6	15	0	1	0	0	0	14	0	1	5	21
15-Year Projected Total	85	186	0	14	2	0	1	194	0	4	56	270
15-Year Projected Change	-1	4	0	0	0	0	0	0	0	1	2	3
15-Yr Projected % Change	-14%	36%	n/a	n/a	n/a	n/a	n/a	0%	n/a	n/a	n/a	17%

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**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**CHEMICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	43	74	0	7	10	0	19	17	0	1	63	117
Fall 2005	40	53	0	9	11	0	16	15	0	0	42	93
Fall 2006	37	56	0	8	13	0	14	19	0	0	39	93
Fall 2007	38	63	0	8	21	0	16	17	0	0	39	101
Fall 2008	44	71	0	6	17	0	15	16	0	0	61	115
Fall 2009	53	78	0	9	15	0	23	17	0	1	66	131
Fall 2010	45	83	0	13	8	0	21	12	0	3	71	128
Fall 2011	49	103	0	11	8	0	24	19	1	4	85	152
Fall 2012	60	128	0	11	10	0	27	18	1	4	117	188
Fall 2013	75	161	0	12	16	0	43	22	7	6	130	236
10-Year Total	484	870	0	94	129	0	218	172	9	19	713	1354
10-Year Change	32	87	0	5	6	0	24	5	7	5	67	119
10-Year % Change	74%	118%	n/a	71%	60%	n/a	126%	29%	n/a	500%	106%	102%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	76	162	0	12	16	0	43	22	7	5	132	238
Fall 2015 (Projected)	77	165	0	12	16	0	44	22	7	5	135	242
Fall 2016 (Projected)	78	166	0	12	16	0	44	22	7	6	136	244
Fall 2017 (Projected)	79	168	0	12	17	0	45	23	7	5	137	247
Fall 2018 (Projected)	80	170	0	13	17	0	45	23	7	6	138	250
Fall 2019 (Projected)	80	172	0	13	17	0	46	24	7	6	140	253
15-Year Projected Total	954	1873	0	168	228	0	485	308	51	52	1531	2825
15-Year Projected Change	37	98	0	6	7	0	27	7	7	5	77	136
15-Yr Projected % Change	86%	132%	n/a	86%	70%	n/a	142%	41%	n/a	500%	122%	116%

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**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
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**FLORIDA A&M UNIVERSITY**  
**CIVIL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	59	194	0	2	231	0	1	11	0	0	8	253
Fall 2005	61	206	0	1	244	0	1	11	0	0	10	267
Fall 2006	54	216	0	4	256	0	0	2	0	0	8	270
Fall 2007	59	242	2	4	274	0	3	7	0	0	11	301
Fall 2008	73	291	4	2	333	0	9	9	0	0	7	364
Fall 2009	75	297	2	2	345	0	8	7	0	0	8	372
Fall 2010	94	315	4	4	375	0	4	4	0	0	18	409
Fall 2011	24	112	3	1	122	0	1	4	0	0	5	136
Fall 2012	19	80	1	0	92	0	0	4	0	0	2	99
Fall 2013	19	47	0	0	62	0	0	1	0	0	3	66
10-Year Total	537	2000	16	20	2334	0	27	60	0	0	80	2537
10-Year Change	-40	-147	0	-2	-169	0	-1	-10	0	0	-5	-187
10-Year % Change	-68%	-76%	n/a	-100%	-73%	n/a	-100%	-91%	n/a	n/a	-63%	-74%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	16	49	0	1	60	0	1	2	0	0	2	65
Fall 2015 (Projected)	17	53	0	1	64	0	1	2	0	0	2	70
Fall 2016 (Projected)	19	56	0	1	69	0	1	2	0	0	2	75
Fall 2017 (Projected)	20	60	1	1	74	0	1	2	0	0	3	80
Fall 2018 (Projected)	21	64	1	1	78	0	1	2	0	0	3	85
Fall 2019 (Projected)	22	65	1	1	80	0	1	2	0	0	3	87
15-Year Projected Total	652	2347	19	24	2759	0	32	71	0	0	95	2999
15-Year Projected Change	-37	-129	1	-1	-151	0	0	-9	0	0	-5	-166
15-Yr Projected % Change	-63%	-66%	n/a	-66%	-65%	n/a	-7%	-81%	n/a	n/a	-66%	-66%

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**FLORIDA A&M UNIVERSITY**  
**CIVIL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	3	11	0	1	6	0	0	6	0	0	1	14
Fall 2005	2	7	0	0	5	0	1	3	0	0	0	9
Fall 2006	0	7	0	0	6	0	0	1	0	0	0	7
Fall 2007	0	3	0	0	3	0	0	0	0	0	0	3
Fall 2008	1	3	0	0	2	0	0	2	0	0	0	4
Fall 2009	3	2	0	0	3	0	0	2	0	0	0	5
Fall 2010	6	3	0	0	7	0	0	1	0	0	1	9
Fall 2011	7	4	0	1	6	0	0	2	1	0	1	11
Fall 2012	7	3	0	0	8	0	0	2	0	0	0	10
Fall 2013	6	2	0	0	7	0	0	1	0	0	0	8
10-Year Total	35	45	0	2	53	0	1	20	1	0	3	80
10-Year Change	3	-9	0	-1	1	0	0	-5	0	0	-1	-6
10-Year % Change	100%	-82%	n/a	-100%	17%	n/a	n/a	-83%	n/a	n/a	-100%	-43%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	4	6	0	0	7	0	0	3	0	0	0	10
Fall 2015 (Projected)	6	7	0	0	9	0	0	3	0	0	0	13
Fall 2016 (Projected)	7	10	0	0	11	0	0	4	0	0	1	17
Fall 2017 (Projected)	9	11	0	1	13	0	0	5	0	0	1	20
Fall 2018 (Projected)	10	13	0	1	15	0	0	6	0	0	1	23
Fall 2019 (Projected)	12	15	0	1	18	0	0	7	0	0	1	27
15-Year Projected Total	83	107	0	5	126	0	2	48	2	0	7	190
15-Year Projected Change	9	4	0	0	12	0	0	1	0	0	0	13
15-Yr Projected % Change	294%	38%	n/a	-33%	198%	n/a	n/a	13%	n/a	n/a	1%	93%

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**FLORIDA A&M UNIVERSITY**  
**CIVIL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	62	205	0	3	237	0	1	17	0	0	9	267
Fall 2005	63	213	0	1	249	0	2	14	0	0	10	276
Fall 2006	54	223	0	4	262	0	0	3	0	0	8	277
Fall 2007	59	245	2	4	277	0	3	7	0	0	11	304
Fall 2008	74	294	4	2	335	0	9	11	0	0	7	368
Fall 2009	78	299	2	2	348	0	8	9	0	0	8	377
Fall 2010	100	318	4	4	382	0	4	5	0	0	19	418
Fall 2011	31	116	3	2	128	0	1	6	1	0	6	147
Fall 2012	26	83	1	0	100	0	0	6	0	0	2	109
Fall 2013	25	49	0	0	69	0	0	2	0	0	3	74
10-Year Total	572	2045	16	22	2387	0	28	80	1	0	83	2617
10-Year Change	-37	-156	0	-3	-168	0	-1	-15	0	0	-6	-193
10-Year % Change	-60%	-76%	n/a	-100%	-71%	n/a	-100%	-88%	n/a	n/a	-67%	-72%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	20	55	0	1	66	0	1	4	0	0	2	75
Fall 2015 (Projected)	23	60	0	1	73	0	1	5	0	0	3	83
Fall 2016 (Projected)	26	66	0	1	80	0	1	6	0	0	3	92
Fall 2017 (Projected)	29	71	1	1	87	0	1	7	0	0	3	100
Fall 2018 (Projected)	31	77	1	1	93	0	1	8	0	0	4	108
Fall 2019 (Projected)	34	80	1	1	98	0	1	9	0	0	4	114
15-Year Projected Total	735	2454	19	28	2885	0	34	118	2	0	102	3189
15-Year Projected Change	-28	-125	1	-2	-139	0	0	-8	0	0	-5	-153
15-Yr Projected % Change	-45%	-61%	n/a	-55%	-59%	n/a	26%	-48%	n/a	n/a	-58%	-57%

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**FLORIDA STATE UNIVERSITY**  
**CIVIL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	61	189	3	12	22	0	31	2	0	4	176	250
Fall 2005	66	167	2	9	19	0	27	1	0	3	172	233
Fall 2006	59	169	3	8	18	0	20	4	0	3	172	228
Fall 2007	73	186	2	12	20	0	23	5	0	3	194	259
Fall 2008	66	190	2	12	13	0	24	8	0	2	195	256
Fall 2009	71	235	2	11	23	0	26	9	0	0	235	306
Fall 2010	63	215	2	4	24	0	31	7	0	2	208	278
Fall 2011	64	210	3	5	22	0	33	6	4	3	198	274
Fall 2012	54	191	1	9	13	0	30	6	4	4	178	245
Fall 2013	63	182	1	6	13	1	23	9	4	3	185	245
10-Year Total	640	1934	21	88	187	1	268	57	12	27	1913	2574
10-Year Change	2	-7	-2	-6	-9	1	-8	7	4	-1	9	-5
10-Year % Change	3%	-4%	-67%	-50%	-41%	n/a	-26%	350%	n/a	-25%	5%	-2%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	64	184	0	7	13	0	23	9	5	3	187	247
Fall 2015 (Projected)	64	186	0	7	13	0	23	9	5	3	189	250
Fall 2016 (Projected)	65	188	0	7	13	0	24	9	5	3	191	252
Fall 2017 (Projected)	66	189	0	7	14	0	24	9	5	3	193	255
Fall 2018 (Projected)	66	191	0	7	14	0	24	9	5	3	194	257
Fall 2019 (Projected)	67	193	0	7	14	0	24	10	5	3	196	260
15-Year Projected Total	1032	3065	21	130	268	1	410	112	42	45	3063	4095
15-Year Projected Change	6	4	-3	-5	-8	0	-7	8	5	-1	20	10
15-Yr Projected % Change	10%	2%	-100%	-42%	-36%	n/a	-23%	400%	n/a	-25%	11%	4%

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**FLORIDA STATE UNIVERSITY**  
**CIVIL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	11	36	0	1	3	0	3	20	0	1	19	47
Fall 2005	15	30	0	2	7	0	3	15	0	0	18	45
Fall 2006	16	34	0	1	4	0	6	19	0	0	20	50
Fall 2007	14	25	0	0	2	0	3	17	0	0	17	39
Fall 2008	10	23	0	0	4	0	1	16	0	0	12	33
Fall 2009	9	29	0	0	4	0	2	15	0	0	17	38
Fall 2010	9	29	1	0	1	0	6	16	0	0	14	38
Fall 2011	9	38	0	1	1	0	9	13	0	0	23	47
Fall 2012	6	43	0	0	4	0	6	17	0	1	21	49
Fall 2013	7	43	0	1	3	0	5	18	1	1	21	50
10-Year Total	106	330	1	6	33	0	44	166	1	3	182	436
10-Year Change	-4	7	0	0	0	0	2	-2	1	0	2	3
10-Year % Change	-36%	19%	n/a	0%	0%	n/a	67%	-10%	n/a	n/a	11%	6%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	7	44	0	1	3	0	5	18	0	1	21	51
Fall 2015 (Projected)	7	45	0	1	3	0	5	18	0	1	21	52
Fall 2016 (Projected)	7	46	0	1	3	0	5	19	0	1	22	53
Fall 2017 (Projected)	7	47	0	1	3	0	5	19	0	1	22	54
Fall 2018 (Projected)	8	48	0	1	3	0	5	19	0	1	23	55
Fall 2019 (Projected)	8	49	0	1	3	0	6	20	0	1	23	56
15-Year Projected Total	150	608	1	12	52	0	76	280	1	9	314	758
15-Year Projected Change	-3	13	0	0	0	0	3	0	0	0	4	9
15-Yr Projected % Change	-30%	35%	n/a	10%	10%	n/a	84%	-1%	n/a	10%	22%	20%

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**FLORIDA STATE UNIVERSITY**  
**CIVIL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	72	225	3	13	25	0	34	22	0	5	195	297
Fall 2005	81	197	2	11	26	0	30	16	0	3	190	278
Fall 2006	75	203	3	9	22	0	26	23	0	3	192	278
Fall 2007	87	211	2	12	22	0	26	22	0	3	211	298
Fall 2008	76	213	2	12	17	0	25	24	0	2	207	289
Fall 2009	80	264	2	11	27	0	28	24	0	0	252	344
Fall 2010	72	244	3	4	25	0	37	23	0	2	222	316
Fall 2011	73	248	3	6	23	0	42	19	4	3	221	321
Fall 2012	60	234	1	9	17	0	36	23	4	5	199	294
Fall 2013	70	225	1	7	16	1	28	27	5	4	206	295
10-Year Total	746	2264	22	94	220	1	312	223	13	30	2095	3010
10-Year Change	-2	0	0	-2	-6	-9	1	-6	5	5	-1	-2
10-Year % Change	-3%	0%	#	n/a	-46%	-36%	n/a	-18%	23%	n/a	6%	-1%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	71	228	0	8	16	0	28	27	5	4	208	298
Fall 2015 (Projected)	71	231	0	8	16	0	28	27	5	4	210	301
Fall 2016 (Projected)	72	234	0	8	16	0	29	28	5	4	213	305
Fall 2017 (Projected)	73	236	0	8	17	0	29	28	5	4	215	308
Fall 2018 (Projected)	74	239	0	8	17	0	29	28	5	4	217	311
Fall 2019 (Projected)	75	242	0	8	17	0	30	30	5	4	219	315
15-Year Projected Total	1182	3673	22	142	320	1	486	392	43	54	3377	4846
15-Year Projected Change	3	17	-3	-5	-8	0	-4	8	5	-1	24	18
15-Yr Projected % Change	4%	7%	-100%	-38%	-31%	n/a	-13%	36%	n/a	-18%	12%	6%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants



**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**COMPUTER ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	17	47	0	0	62	0	0	2	0	0	0	64
Fall 2005	12	35	0	0	45	0	0	2	0	0	0	47
Fall 2006	7	22	0	0	28	0	0	1	0	0	0	29
Fall 2007	5	15	0	0	19	0	0	1	0	0	0	20
Fall 2008	5	10	0	0	14	0	0	1	0	0	0	15
Fall 2009	0	14	0	0	14	0	0	0	0	0	0	14
Fall 2010	0	13	0	0	13	0	0	0	0	0	0	13
Fall 2011	19	52	0	0	71	0	0	0	0	0	0	71
Fall 2012	12	52	0	0	60	0	3	0	0	0	1	64
Fall 2013	17	40	0	0	53	0	2	0	0	0	2	57
10-Year Total	94	300	0	0	379	0	5	7	0	0	3	394
10-Year Change	0	-7	0	0	-9	0	2	-2	0	0	2	-7
10-Year % Change	0%	-15%	n/a	n/a	-15%	n/a	n/a	-100%	n/a	n/a	n/a	-11%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	15	45	0	0	58	0	1	1	0	0	0	60
Fall 2015 (Projected)	16	49	0	0	63	0	1	1	0	0	0	65
Fall 2016 (Projected)	17	53	0	0	67	0	1	1	0	0	1	70
Fall 2017 (Projected)	19	56	0	0	72	0	1	1	0	0	1	75
Fall 2018 (Projected)	20	60	0	0	77	0	1	1	0	0	1	80
Fall 2019 (Projected)	20	62	0	0	79	0	1	1	0	0	1	82
15-Year Projected Total	201	625	0	0	795	0	10	15	0	0	6	826
15-Year Projected Change	3	15	0	0	17	0	1	-1	0	0	1	18
15-Yr Projected % Change	18%	32%	n/a	n/a	27%	n/a	n/a	-27%	n/a	n/a	n/a	28%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

**FAMU-FSU Joint College of Engineering Study**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

RFP #2D

**FLORIDA A&M UNIVERSITY**  
**COMPUTER ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2005	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2006	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2007	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2009	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2010	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2011	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Total	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Change	0	0	0	0	0	0	0	0	0	0	0	0
10-Year % Change	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2015 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2016 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2017 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2018 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2019 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Total	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Change	0	0	0	0	0	0	0	0	0	0	0	0
15-Yr Projected % Change	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Enrollment data provided by Jason Jones, State University System of Florida

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**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**COMPUTER ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	17	47	0	0	62	0	0	2	0	0	0	64
Fall 2005	12	35	0	0	45	0	0	2	0	0	0	47
Fall 2006	7	22	0	0	28	0	0	1	0	0	0	29
Fall 2007	5	15	0	0	19	0	0	1	0	0	0	20
Fall 2008	5	10	0	0	14	0	0	1	0	0	0	15
Fall 2009	0	14	0	0	14	0	0	0	0	0	0	14
Fall 2010	0	13	0	0	13	0	0	0	0	0	0	13
Fall 2011	19	52	0	0	71	0	0	0	0	0	0	71
Fall 2012	12	52	0	0	60	0	3	0	0	0	1	64
Fall 2013	17	40	0	0	53	0	2	0	0	0	2	57
10-Year Total	94	300	0	0	379	0	5	7	0	0	3	394
10-Year Change	0	-7	0	0	-9	0	2	-2	0	0	2	-7
10-Year % Change	0%	-15%	n/a	n/a	-15%	n/a	n/a	-100%	n/a	n/a	n/a	-11%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	17	47	0	0	62	0	0	2	0	0	0	64
Fall 2015 (Projected)	12	35	0	0	45	0	0	2	0	0	0	47
Fall 2016 (Projected)	7	22	0	0	28	0	0	1	0	0	0	29
Fall 2017 (Projected)	5	15	0	0	19	0	0	1	0	0	0	20
Fall 2018 (Projected)	5	10	0	0	14	0	0	1	0	0	0	15
Fall 2019 (Projected)	0	14	0	0	14	0	0	0	0	0	0	14
15-Year Projected Total	201	625	0	0	795	0	10	15	0	0	6	826
15-Year Projected Change	3	15	0	0	17	0	1	-1	0	0	1	18
15-Yr Projected % Change	18%	32%	n/a	n/a	27%	n/a	n/a	-27%	n/a	n/a	n/a	28%

Enrollment data provided by Jason Jones, State University System of Florida

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**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**COMPUTER ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	6	41	0	4	17	0	7	1	0	0	18	47
Fall 2005	3	46	0	2	13	0	8	2	0	0	24	49
Fall 2006	5	41	0	1	10	0	7	5	0	0	23	46
Fall 2007	2	31	0	1	6	0	3	2	0	0	21	33
Fall 2008	3	34	0	1	8	0	5	1	0	0	22	37
Fall 2009	6	41	1	2	14	0	8	2	0	0	20	47
Fall 2010	7	42	1	1	15	0	10	3	0	0	19	49
Fall 2011	9	48	1	5	13	0	9	4	2	0	23	57
Fall 2012	10	44	0	7	10	0	11	1	2	1	22	54
Fall 2013	8	58	0	8	14	2	15	2	1	2	22	66
10-Year Total	59	426	3	32	120	2	83	23	5	3	214	485
10-Year Change	2	17	0	4	-3	2	8	1	1	2	4	19
10-Year % Change	33%	41%	n/a	100%	-18%	n/a	114%	100%	n/a	n/a	22%	40%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	8	59	0	8	14	2	15	2	1	2	22	67
Fall 2015 (Projected)	8	59	0	8	14	2	15	2	1	2	22	67
Fall 2016 (Projected)	8	60	0	8	14	2	15	2	1	2	23	68
Fall 2017 (Projected)	8	60	0	8	15	2	16	2	1	2	23	69
Fall 2018 (Projected)	8	61	0	8	15	2	16	2	1	2	23	69
Fall 2019 (Projected)	8	62	0	8	15	2	16	2	1	2	23	70
15-Year Projected Total	109	786	3	82	207	14	176	35	11	15	351	895
15-Year Projected Change	2	21	0	4	-2	2	9	1	1	2	5	23
15-Yr Projected % Change	42%	50%	n/a	112%	-13%	n/a	127%	112%	n/a	n/a	30%	49%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

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**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**COMPUTER ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2005	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2006	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2007	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2009	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2010	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2011	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Total	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Change	0	0	0	0	0	0	0	0	0	0	0	0
10-Year % Change	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2015 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2016 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2017 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2018 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2019 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Total	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Change	0	0	0	0	0	0	0	0	0	0	0	0
15-Yr Projected % Change	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Enrollment data provided by Jason Jones, State University System of Florida

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**FLORIDA STATE UNIVERSITY**  
**COMPUTER ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	6	41	0	4	17	0	7	1	0	0	18	47
Fall 2005	3	46	0	2	13	0	8	2	0	0	24	49
Fall 2006	5	41	0	1	10	0	7	5	0	0	23	46
Fall 2007	2	31	0	1	6	0	3	2	0	0	21	33
Fall 2008	3	34	0	1	8	0	5	1	0	0	22	37
Fall 2009	6	41	1	2	14	0	8	2	0	0	20	47
Fall 2010	7	42	1	1	15	0	10	3	0	0	19	49
Fall 2011	9	48	1	5	13	0	9	4	2	0	23	57
Fall 2012	10	44	0	7	10	0	11	1	2	1	22	54
Fall 2013	8	58	0	8	14	2	15	2	1	2	22	66
10-Year Total	59	426	3	32	120	2	83	23	5	3	214	485
10-Year Change	2	17	0	4	-3	2	8	1	1	2	4	19
10-Year % Change	33%	41%	n/a	100%	-18%	n/a	114%	100%	n/a	n/a	22%	40%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	6	41	0	4	17	0	7	1	0	0	18	47
Fall 2015 (Projected)	3	46	0	2	13	0	8	2	0	0	24	49
Fall 2016 (Projected)	5	41	0	1	10	0	7	5	0	0	23	46
Fall 2017 (Projected)	2	31	0	1	6	0	3	2	0	0	21	33
Fall 2018 (Projected)	3	34	0	1	8	0	5	1	0	0	22	37
Fall 2019 (Projected)	6	41	1	2	14	0	8	2	0	0	20	47
15-Year Projected Total	109	786	3	82	207	14	176	35	11	15	351	895
15-Year Projected Change	2	21	0	4	-2	2	9	1	1	2	5	23
15-Yr Projected % Change	42%	50%	n/a	112%	-13%	n/a	127%	112%	n/a	n/a	30%	49%

*Enrollment data provided by Jason Jones, State University System of Florida*

*Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU*

*Report prepared by CBT Consultants*

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**ELECTRICAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	24	94	0	0	111	0	1	4	0	0	2	118
Fall 2005	10	66	0	0	73	0	1	1	0	0	1	76
Fall 2006	7	40	0	0	44	0	0	2	0	0	1	47
Fall 2007	8	40	0	0	42	0	0	3	0	0	3	48
Fall 2008	11	26	0	0	32	0	0	2	0	0	3	37
Fall 2009	7	23	0	0	26	0	0	2	0	0	2	30
Fall 2010	6	20	0	0	23	0	1	1	0	0	1	26
Fall 2011	13	70	0	0	78	0	1	1	0	0	3	83
Fall 2012	14	53	0	1	59	0	1	1	0	0	5	67
Fall 2013	9	39	0	1	41	0	0	3	0	0	3	48
10-Year Total	109	471	0	2	529	0	5	20	0	0	24	580
10-Year Change	-15	-55	0	1	-70	0	-1	-1	0	0	1	-70
10-Year % Change	-63%	-59%	n/a	n/a	-63%	n/a	-100%	-25%	n/a	n/a	50%	-59%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	12	38	0	0	46	0	0	2	0	0	2	50
Fall 2015 (Projected)	14	41	0	0	50	0	0	2	0	0	2	55
Fall 2016 (Projected)	15	45	0	0	55	0	1	2	0	0	2	60
Fall 2017 (Projected)	16	49	0	0	59	0	1	2	0	0	3	65
Fall 2018 (Projected)	17	53	0	0	64	0	1	2	0	0	3	70
Fall 2019 (Projected)	18	54	0	0	66	0	1	2	0	0	3	72
15-Year Projected Total	201	751	0	3	868	0	8	33	0	0	39	952
15-Year Projected Change	-6	-40	0	0	-45	0	0	-2	0	0	1	-46
15-Yr Projected % Change	-25%	-43%	n/a	n/a	-41%	n/a	-38%	-38%	n/a	n/a	49%	-39%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

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**FLORIDA A&M UNIVERSITY**  
**ELECTRICAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	0	11	0	0	7	0	0	4	0	0	0	11
Fall 2005	0	8	0	0	6	0	0	2	0	0	0	8
Fall 2006	0	8	0	0	5	0	0	3	0	0	0	8
Fall 2007	0	10	0	0	9	0	0	1	0	0	0	10
Fall 2008	0	7	0	0	6	0	0	1	0	0	0	7
Fall 2009	0	10	0	1	8	0	0	1	0	0	0	10
Fall 2010	1	7	0	0	7	0	0	1	0	0	0	8
Fall 2011	1	6	0	0	6	0	0	1	0	0	0	7
Fall 2012	2	5	0	0	7	0	0	0	0	0	0	7
Fall 2013	2	5	0	0	7	0	0	0	0	0	0	7
10-Year Total	6	77	0	1	68	0	0	14	0	0	0	83
10-Year Change	2	-6	0	0	0	0	0	-4	0	0	0	-4
10-Year % Change	n/a	-55%	n/a	n/a	0%	n/a	n/a	-100%	n/a	n/a	n/a	-36%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	1	8	0	0	7	0	0	2	0	0	0	9
Fall 2015 (Projected)	1	11	0	0	10	0	0	2	0	0	0	12
Fall 2016 (Projected)	1	14	0	0	12	0	0	3	0	0	0	15
Fall 2017 (Projected)	1	17	0	0	15	0	0	3	0	0	0	18
Fall 2018 (Projected)	1	19	0	0	16	0	0	3	0	0	0	20
Fall 2019 (Projected)	2	21	0	0	19	0	0	4	0	0	0	23
15-Year Projected Total	13	167	0	2	147	0	0	30	0	0	0	180
15-Year Projected Change	2	10	0	0	12	0	0	0	0	0	0	12
15-Yr Projected % Change	n/a	94%	n/a	n/a	169%	n/a	n/a	-3%	n/a	n/a	n/a	109%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants



**Table 2D** FAMU-FSU Joint College of Engineering Study RFP #2D  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**ELECTRICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	24	105	0	0	118	0	1	8	0	0	2	129
Fall 2005	10	74	0	0	79	0	1	3	0	0	1	84
Fall 2006	7	48	0	0	49	0	0	5	0	0	1	55
Fall 2007	8	50	0	0	51	0	0	4	0	0	3	58
Fall 2008	11	33	0	0	38	0	0	3	0	0	3	44
Fall 2009	7	33	0	1	34	0	0	3	0	0	2	40
Fall 2010	7	27	0	0	30	0	1	2	0	0	1	34
Fall 2011	14	76	0	0	84	0	1	2	0	0	3	90
Fall 2012	16	58	0	1	66	0	1	1	0	0	5	74
Fall 2013	11	44	0	1	48	0	0	3	0	0	3	55
10-Year Total	115	548	0	3	597	0	5	34	0	0	24	663
10-Year Change	-13	-61	0	1	-70	0	-1	-5	0	0	1	-74
10-Year % Change	-54%	-58%	n/a	n/a	-59%	n/a	-100%	-63%	n/a	n/a	n/a	-57%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	13	46	0	0	53	0	0	3	0	0	2	59
Fall 2015 (Projected)	15	52	0	0	60	0	0	4	0	0	2	67
Fall 2016 (Projected)	16	59	0	0	67	0	1	5	0	0	2	75
Fall 2017 (Projected)	17	66	0	0	74	0	1	5	0	0	3	83
Fall 2018 (Projected)	18	72	0	0	80	0	1	6	0	0	3	90
Fall 2019 (Projected)	20	75	0	1	85	0	1	6	0	0	3	95
15-Year Projected Total	214	918	0	5	1016	0	8	63	0	0	39	1132
15-Year Projected Change	-4	-30	0	1	-33	0	0	-2	0	0	1	-34
15-Yr Projected % Change	-18%	-28%	n/a	n/a	-28%	n/a	-38%	-20%	n/a	n/a	49%	-26%

Enrollment data provided by Jason Jones, State University System of Florida

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**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**ELECTRICAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	26	129	0	7	33	0	31	5	0	1	78	155
Fall 2005	26	131	0	10	31	0	25	7	0	1	83	157
Fall 2006	18	128	0	14	17	0	16	6	0	2	91	146
Fall 2007	17	105	0	13	17	0	10	7	0	1	74	122
Fall 2008	12	83	0	8	10	0	10	8	0	2	57	95
Fall 2009	12	87	1	3	14	0	3	4	0	2	72	99
Fall 2010	12	115	2	9	21	0	6	3	0	4	82	127
Fall 2011	16	127	1	8	21	0	17	5	1	2	88	143
Fall 2012	19	152	1	13	29	0	22	5	3	2	96	171
Fall 2013	22	149	2	10	24	0	24	9	5	3	94	171
10-Year Total	180	1206	7	95	217	0	164	59	9	20	815	1386
10-Year Change	-4	20	2	3	-9	0	-7	4	5	2	16	16
10-Year % Change	-15%	16%	n/a	43%	-27%	n/a	-23%	80%	n/a	200%	21%	10%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	22	150	2	10	24	0	24	9	5	3	95	173
Fall 2015 (Projected)	22	152	2	10	24	0	24	9	5	3	96	174
Fall 2016 (Projected)	23	154	2	10	25	0	25	9	5	3	97	176
Fall 2017 (Projected)	23	155	2	10	25	0	25	9	5	3	98	178
Fall 2018 (Projected)	23	157	2	11	25	0	25	9	5	3	99	180
Fall 2019 (Projected)	23	158	2	11	25	0	25	10	5	3	100	182
15-Year Projected Total	317	2132	19	157	366	0	313	115	40	39	1399	2449
15-Year Projected Change	-3	29	2	4	-8	0	-6	5	5	2	22	27
15-Yr Projected % Change	-10%	23%	n/a	52%	-23%	n/a	-18%	91%	n/a	218%	28%	17%

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**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**ELECTRICAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	7	45	0	1	7	0	2	27	0	0	15	52
Fall 2005	7	45	0	1	6	0	1	28	0	0	16	52
Fall 2006	8	49	0	2	6	0	2	32	0	0	15	57
Fall 2007	9	50	0	1	6	0	2	38	0	0	12	59
Fall 2008	10	50	0	2	4	0	3	37	0	0	14	60
Fall 2009	9	55	0	2	4	0	5	43	0	0	10	64
Fall 2010	9	64	0	2	5	0	3	39	0	0	24	73
Fall 2011	9	63	0	0	4	0	3	43	0	0	22	72
Fall 2012	10	62	0	3	4	0	3	41	0	1	20	72
Fall 2013	14	60	0	2	3	0	2	44	0	1	22	74
10-Year Total	92	543	0	16	49	0	26	372	0	2	170	635
10-Year Change	7	15	0	1	-4	0	0	17	0	1	7	22
10-Year % Change	100%	33%	n/a	100%	-57%	n/a	0%	63%	n/a	n/a	47%	42%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	14	61	0	2	3	0	2	45	0	1	22	75
Fall 2015 (Projected)	15	62	0	2	3	0	2	46	0	1	23	77
Fall 2016 (Projected)	15	64	0	2	3	0	2	47	0	1	23	79
Fall 2017 (Projected)	15	65	0	2	3	0	2	48	0	1	24	80
Fall 2018 (Projected)	15	66	0	2	3	0	2	49	0	1	24	82
Fall 2019 (Projected)	16	68	0	2	3	0	2	50	0	1	25	83
15-Year Projected Total	182	929	0	29	68	0	39	655	0	8	312	1111
15-Year Projected Change	9	23	0	1	-4	0	0	23	0	1	10	31
15-Yr Projected % Change	125%	50%	n/a	125%	-52%	n/a	13%	84%	n/a	n/a	65%	60%

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**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**ELECTRICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	33	174	0	8	40	0	33	32	0	1	93	207
Fall 2005	33	176	0	11	37	0	26	35	0	1	99	209
Fall 2006	26	177	0	16	23	0	18	38	0	2	106	203
Fall 2007	26	155	0	14	23	0	12	45	0	1	86	181
Fall 2008	22	133	0	10	14	0	13	45	0	2	71	155
Fall 2009	21	142	1	5	18	0	8	47	0	2	82	163
Fall 2010	21	179	2	11	26	0	9	42	0	4	106	200
Fall 2011	25	190	1	8	25	0	20	48	1	2	110	215
Fall 2012	29	214	1	16	33	0	25	46	3	3	116	243
Fall 2013	36	209	2	12	27	0	26	53	5	4	116	245
10-Year Total	272	1749	7	111	266	0	190	431	9	22	985	2021
10-Year Change	3	35	2	4	-13	0	-7	21	5	3	23	38
10-Year % Change	9%	20%	n/a	50%	-33%	n/a	-21%	66%	n/a	300%	25%	18%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	37	212	2	12	27	0	26	54	5	4	117	248
Fall 2015 (Projected)	37	214	2	12	28	0	27	55	5	4	119	251
Fall 2016 (Projected)	38	217	2	12	28	0	27	56	5	4	120	255
Fall 2017 (Projected)	38	220	2	13	28	0	27	57	5	4	122	258
Fall 2018 (Projected)	39	223	2	13	29	0	27	58	5	4	123	261
Fall 2019 (Projected)	39	226	2	13	29	0	28	59	5	4	125	265
15-Year Projected Total	499	3061	19	186	434	0	352	770	40	47	1711	3560
15-Year Projected Change	6	52	2	5	-11	0	-5	27	5	3	32	58
15-Yr Projected % Change	19%	30%	n/a	61%	-28%	n/a	-16%	85%	n/a	331%	34%	28%

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**FLORIDA A&M UNIVERSITY**  
**BIOMEDICAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2005	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2006	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2007	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2009	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2010	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2011	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Total	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Change	0	0	0	0	0	0	0	0	0	0	0	0
10-Year % Change	0	0	0	0	0	0	0	0	0	0	0	0
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2015 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2016 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2017 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2018 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2019 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Total	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Change	0	0	0	0	0	0	0	0	0	0	0	0
15-Yr Projected % Change	0	0	0	0	0	0	0	0	0	0	0	0

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Table 2D

## FAMU-FSU Joint College of Engineering Study

RFP #2D

## Headcount Enrollment in Engineering Programs at FAMU and FSU

By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)

## FLORIDA A&amp;M UNIVERSITY

## BIOMEDICAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2005	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2006	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2007	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2009	1	0	0	0	1	0	0	0	0	0	0	1
Fall 2010	1	0	0	0	1	0	0	0	0	0	0	1
Fall 2011	1	0	0	0	1	0	0	0	0	0	0	1
Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Total	3	4	0	0	7	0	0	0	0	0	0	7
10-Year Change	0	-1	0	0	-1	0	0	0	0	0	0	-1
10-Year % Change	n/a	-100%	n/a	n/a	-100%	n/a	n/a	n/a	n/a	n/a	n/a	-100%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2015 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2016 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2017 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2018 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2019 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Total	3	4	0	0	7	0	0	0	0	0	0	7
15-Year Projected Change	0	-1	0	0	-1	0	0	0	0	0	0	-1
15-Yr Projected % Change	n/a	-25%	n/a	n/a	-14%	n/a	n/a	n/a	n/a	n/a	n/a	-14%

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Table 2D

## FAMU-FSU Joint College of Engineering Study

RFP #2D

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**FLORIDA A&M UNIVERSITY**  
**BIOMEDICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2005	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2006	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2007	0	1	0	0	1	0	0	0	0	0	0	1
Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2009	1	0	0	0	1	0	0	0	0	0	0	1
Fall 2010	1	0	0	0	1	0	0	0	0	0	0	1
Fall 2011	1	0	0	0	1	0	0	0	0	0	0	1
Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Total	3	4	0	0	7	0	0	0	0	0	0	7
10-Year Change	0	-1	0	0	-1	0	0	0	0	0	0	-1
10-Year % Change	n/a	-100%	n/a	n/a	-100%	n/a	n/a	n/a	n/a	n/a	n/a	-100%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2015 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2016 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2017 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2018 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2019 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Total	3	4	0	0	7	0	0	0	0	0	0	7
15-Year Projected Change	0	-1	0	0	-1	0	0	0	0	0	0	-1
15-Yr Projected % Change	n/a	-100%	n/a	n/a	-100%	n/a	n/a	n/a	n/a	n/a	n/a	-100%

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Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2005	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2006	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2007	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2008	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2009	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2010	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2011	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2012	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2013	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Total	0	0	0	0	0	0	0	0	0	0	0	0
10-Year Change	0	0	0	0	0	0	0	0	0	0	0	0
10-Year % Change	0	0	0	0	0	0	0	0	0	0	0	0
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2015 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2016 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2017 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2018 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2019 (Projected)	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Total	0	0	0	0	0	0	0	0	0	0	0	0
15-Year Projected Change	0	0	0	0	0	0	0	0	0	0	0	0
15-Yr Projected % Change	0	0	0	0	0	0	0	0	0	0	0	0

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Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	1	3	0	0	1	0	1	2	0	0	0	4
Fall 2005	1	3	0	0	1	0	1	1	0	0	1	4
Fall 2006	3	3	0	0	1	0	0	4	0	0	1	6
Fall 2007	4	3	0	0	1	0	0	4	0	0	2	7
Fall 2008	4	4	0	0	0	0	1	4	0	0	3	8
Fall 2009	7	4	0	0	1	0	1	4	0	0	5	11
Fall 2010	7	6	0	0	0	0	2	5	0	0	6	13
Fall 2011	4	5	0	0	0	0	2	3	0	0	4	9
Fall 2012	4	7	0	0	0	0	2	5	0	0	4	11
Fall 2013	1	5	0	0	0	0	1	4	0	0	1	6
10-Year Total	36	43	0	0	5	0	11	36	0	0	27	79
10-Year Change	0	2	0	0	-1	0	0	2	0	0	1	2
10-Year % Change	0%	67%	n/a	n/a	-100%	n/a	0%	n/a	n/a	n/a	n/a	50%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2015 (Projected)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2016 (Projected)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2017 (Projected)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2018 (Projected)	1	6	0	0	0	0	1	4	0	0	1	7
Fall 2019 (Projected)	1	6	0	0	0	0	1	5	0	0	1	7
15-Year Projected Total	42	75	0	0	5	0	17	62	0	0	33	118
15-Year Projected Change	0	3	0	0	-1	0	0	3	0	0	1	3
15-Yr Projected % Change	13%	88%	n/a	n/a	-100%	n/a	13%	125%	n/a	n/a	n/a	69%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**BIOMEDICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	1	3	0	0	1	0	1	2	0	0	0	4
Fall 2005	1	3	0	0	1	0	1	1	0	0	1	4
Fall 2006	3	3	0	0	1	0	0	4	0	0	1	6
Fall 2007	4	3	0	0	1	0	0	4	0	0	2	7
Fall 2008	4	4	0	0	0	0	1	4	0	0	3	8
Fall 2009	7	4	0	0	1	0	1	4	0	0	5	11
Fall 2010	7	6	0	0	0	0	2	5	0	0	6	13
Fall 2011	4	5	0	0	0	0	2	3	0	0	4	9
Fall 2012	4	7	0	0	0	0	2	5	0	0	4	11
Fall 2013	1	5	0	0	0	0	1	4	0	0	1	6
10-Year Total	36	43	0	0	5	0	11	36	0	0	27	79
10-Year Change	0	2	0	0	-1	0	0	2	0	0	1	2
10-Year % Change	0%	67%	n/a	n/a	-100%	n/a	0%	n/a	n/a	n/a	n/a	50%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2015 (Projected)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2016 (Projected)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2017 (Projected)	1	5	0	0	0	0	1	4	0	0	1	6
Fall 2018 (Projected)	1	6	0	0	0	0	1	4	0	0	1	7
Fall 2019 (Projected)	1	6	0	0	0	0	1	5	0	0	1	7
15-Year Projected Total	42	75	0	0	5	0	17	62	0	0	33	118
15-Year Projected Change	0	3	0	0	-1	0	0	3	0	0	1	3
15-Yr Projected % Change	13%	88%	n/a	n/a	-100%	n/a	n/a	n/a	n/a	n/a	n/a	69%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

**FAMU-FSU Joint College of Engineering Study**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

RFP #2D

**FLORIDA A&M UNIVERSITY**  
**INDUSTRIAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	25	33	0	0	57	0	0	1	0	0	0	58
Fall 2005	8	25	0	0	32	0	0	1	0	0	0	33
Fall 2006	8	19	0	0	26	0	0	0	0	0	1	27
Fall 2007	8	16	0	0	24	0	0	0	0	0	0	24
Fall 2008	5	14	0	0	18	0	0	0	0	0	1	19
Fall 2009	2	14	0	0	15	0	0	0	0	0	1	16
Fall 2010	3	9	0	0	12	0	0	0	0	0	0	12
Fall 2011	12	18	0	0	28	0	0	1	0	0	1	30
Fall 2012	10	13	0	0	21	0	0	1	0	0	1	23
Fall 2013	8	14	0	0	22	0	0	0	0	0	0	22
10-Year Total	89	175	0	0	255	0	0	4	0	0	5	264
10-Year Change	-17	-19	0	0	-35	0	0	-1	0	0	0	-36
10-Year % Change	-68%	-58%	n/a	n/a	-61%	n/a	n/a	-100%	n/a	n/a	n/a	-62%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	8	17	0	0	24	0	0	0	0	0	0	25
Fall 2015 (Projected)	10	18	0	0	27	0	0	0	0	0	1	28
Fall 2016 (Projected)	12	19	0	0	30	0	0	0	0	0	1	31
Fall 2017 (Projected)	14	20	0	0	33	0	0	1	0	0	1	34
Fall 2018 (Projected)	16	20	0	0	35	0	0	1	0	0	1	36
Fall 2019 (Projected)	18	20	0	0	37	0	0	1	0	0	1	38
15-Year Projected Total	167	289	0	0	440	0	0	7	0	0	9	456
15-Year Projected Change	-7	-13	0	0	-20	0	0	0	0	0	1	-20
15-Yr Projected % Change	-28%	-39%	n/a	n/a	-36%	n/a	n/a	-42%	n/a	n/a	n/a	-34%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

## FAMU-FSU Joint College of Engineering Study

RFP #2D

## Headcount Enrollment in Engineering Programs at FAMU and FSU

By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)

## FLORIDA A&amp;M UNIVERSITY

## INDUSTRIAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	4	10	0	1	9	0	1	3	0	0	0	14
Fall 2005	3	8	0	1	7	0	1	2	0	0	0	11
Fall 2006	0	11	0	0	8	0	2	1	0	0	0	11
Fall 2007	0	6	0	0	2	0	1	3	0	0	0	6
Fall 2008	2	5	0	0	5	0	0	2	0	0	0	7
Fall 2009	1	6	0	0	5	0	0	2	0	0	0	7
Fall 2010	1	5	0	0	5	0	0	1	0	0	0	6
Fall 2011	1	3	0	0	4	0	0	0	0	0	0	4
Fall 2012	1	1	0	0	2	0	0	0	0	0	0	2
Fall 2013	1	3	0	0	3	0	0	1	0	0	0	4
10-Year Total	14	58	0	2	50	0	5	15	0	0	0	72
10-Year Change	-3	-7	0	-1	-6	0	-1	-2	0	0	0	-10
10-Year % Change	-75%	-70%	n/a	-100%	-67%	n/a	n/a	-67%	n/a	n/a	n/a	-71%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	1	4	0	0	3	0	0	1	0	0	0	5
Fall 2015 (Projected)	1	6	0	0	5	0	0	1	0	0	0	7
Fall 2016 (Projected)	2	6	0	0	6	0	1	2	0	0	0	8
Fall 2017 (Projected)	2	8	0	0	7	0	1	2	0	0	0	10
Fall 2018 (Projected)	2	10	0	0	8	0	1	3	0	0	0	12
Fall 2019 (Projected)	3	10	0	0	9	0	1	3	0	0	0	13
15-Year Projected Total	25	102	0	4	88	0	9	26	0	0	0	127
15-Year Projected Change	-1	0	0	-1	0	0	0	0	0	0	0	-1
15-Yr Projected % Change	-37%	5%	n/a	-64%	0%	n/a	-10%	-10%	n/a	n/a	n/a	-7%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

## FAMU-FSU Joint College of Engineering Study

RFP #2D

Headcount Enrollment in Engineering Programs at FAMU and FSU  
By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)

FLORIDA A&M UNIVERSITY  
INDUSTRIAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	29	43	0	1	66	0	1	4	0	0	0	72
Fall 2005	11	33	0	1	39	0	1	3	0	0	0	44
Fall 2006	8	30	0	0	34	0	2	1	0	0	1	38
Fall 2007	8	22	0	0	26	0	1	3	0	0	0	30
Fall 2008	7	19	0	0	23	0	0	2	0	0	1	26
Fall 2009	3	20	0	0	20	0	0	2	0	0	1	23
Fall 2010	4	14	0	0	17	0	0	1	0	0	0	18
Fall 2011	13	21	0	0	32	0	0	1	0	0	1	34
Fall 2012	11	14	0	0	23	0	0	1	0	0	1	25
Fall 2013	9	17	0	0	25	0	0	1	0	0	0	26
10-Year Total	103	233	0	2	305	0	5	19	0	0	5	336
10-Year Change	-20	-26	0	-1	-41	0	-1	-3	0	0	0	-46
10-Year % Change	-69%	-60%	n/a	-100%	-62%	n/a	-100%	-75%	n/a	n/a	n/a	-64%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	9	21	0	0	28	0	0	1	0	0	0	30
Fall 2015 (Projected)	11	24	0	0	32	0	0	2	0	0	1	35
Fall 2016 (Projected)	14	25	0	0	35	0	1	2	0	0	1	39
Fall 2017 (Projected)	16	28	0	0	40	0	1	3	0	0	1	44
Fall 2018 (Projected)	18	30	0	0	43	0	1	3	0	0	1	48
Fall 2019 (Projected)	21	30	0	0	46	0	1	3	0	0	1	51
15-Year Projected Total	192	391	0	4	529	0	9	33	0	0	9	583
15-Year Projected Change	-8	-13	0	-1	-20	0	0	-1	0	0	1	-21
15-Yr Projected % Change	-29%	-29%	n/a	n/a	-31%	n/a	n/a	-18%	n/a	n/a	n/a	-29%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** FAMU-FSU Joint College of Engineering Study RFP #2D  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**INDUSTRIAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	23	64	0	0	26	0	22	8	0	0	31	87
Fall 2005	27	50	0	3	19	0	26	6	0	1	22	77
Fall 2006	26	41	0	2	16	0	15	14	0	1	19	67
Fall 2007	19	27	0	2	12	0	9	8	0	0	15	46
Fall 2008	20	26	0	2	5	0	9	9	0	0	21	46
Fall 2009	25	35	0	4	4	0	14	9	0	0	29	60
Fall 2010	26	46	0	6	4	0	16	11	0	1	34	72
Fall 2011	22	51	0	4	4	0	12	11	1	1	40	73
Fall 2012	23	40	0	2	2	0	14	11	0	1	33	63
Fall 2013	31	49	0	2	2	0	15	23	0	0	38	80
10-Year Total	242	429	0	27	94	0	152	110	1	5	282	671
10-Year Change	8	-15	0	2	-24	0	-7	15	0	0	7	-7
10-Year % Change	35%	-23%	n/a	n/a	-92%	n/a	-32%	188%	n/a	n/a	23%	-8%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	31	49	0	2	2	0	15	23	0	0	38	81
Fall 2015 (Projected)	32	50	0	2	2	0	15	23	0	0	39	82
Fall 2016 (Projected)	32	50	0	2	2	0	15	24	0	0	39	82
Fall 2017 (Projected)	32	51	0	2	2	0	16	24	0	0	40	83
Fall 2018 (Projected)	33	51	0	2	2	0	16	24	0	0	40	84
Fall 2019 (Projected)	33	52	0	2	2	0	16	24	0	0	40	85
15-Year Projected Total	435	733	0	39	106	0	245	253	1	5	518	1168
15-Year Projected Change	10	-12	0	2	-24	0	-6	16	0	0	9	-2
15-Yr Projected % Change	43%	-19%	n/a	n/a	-92%	n/a	-28%	205%	n/a	n/a	30%	-2%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

FAMU-FSU Joint College of Engineering Study RFP #2D

**Table 2D**      **Headcount Enrollment in Engineering Programs at FAMU and FSU**

**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**

**INDUSTRIAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	10	28	0	3	7	0	3	19	0	2	4	38
Fall 2005	10	33	0	3	6	0	4	18	0	3	9	43
Fall 2006	13	35	0	2	7	0	3	27	0	2	7	48
Fall 2007	13	37	1	3	4	0	2	32	0	0	8	50
Fall 2008	7	38	1	3	2	0	2	31	0	1	5	45
Fall 2009	9	31	0	3	3	0	2	26	0	1	5	40
Fall 2010	6	25	0	1	3	0	1	18	0	1	7	31
Fall 2011	6	24	0	0	2	0	0	19	0	1	8	30
Fall 2012	6	23	0	0	2	0	1	19	0	0	7	29
Fall 2013	7	24	0	1	3	0	1	19	0	2	5	31
10-Year Total	87	298	2	19	39	0	19	228	0	13	65	385
10-Year Change	-3	-4	0	-2	-4	0	-2	0	0	0	1	-7
10-Year % Change	-30%	-14%	n/a	-67%	-57%	n/a	-67%	0%	n/a	n/a	25%	-18%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	7	24	0	1	3	0	1	19	0	2	5	32
Fall 2015 (Projected)	7	25	0	1	3	0	1	20	0	2	5	32
Fall 2016 (Projected)	7	25	0	1	3	0	1	20	0	2	5	33
Fall 2017 (Projected)	8	26	0	1	3	0	1	21	0	2	5	34
Fall 2018 (Projected)	8	26	0	1	3	0	1	21	0	2	6	34
Fall 2019 (Projected)	8	27	0	1	3	0	1	21	0	2	6	35
15-Year Projected Total	132	452	2	25	58	0	25	350	0	26	97	584
15-Year Projected Change	-2	-1	0	-2	-4	0	-2	2	0	0	2	-3
15-Yr Projected % Change	-21%	-3%	n/a	-62%	-52%	n/a	-62%	13%	n/a	13%	41%	-8%

*Enrollment data provided by Jason Jones, State University System of Florida*

*Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU*

*Report prepared by CBT Consultants*

**Table 2D** FAMU-FSU Joint College of Engineering Study RFP #2D  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**INDUSTRIAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	33	92	0	3	33	0	25	27	0	2	35	125
Fall 2005	37	83	0	6	25	0	30	24	0	4	31	120
Fall 2006	39	76	0	4	23	0	18	41	0	3	26	115
Fall 2007	32	64	1	5	16	0	11	40	0	0	23	96
Fall 2008	27	64	1	5	7	0	11	40	0	1	26	91
Fall 2009	34	66	0	7	7	0	16	35	0	1	34	100
Fall 2010	32	71	0	7	7	0	17	29	0	2	41	103
Fall 2011	28	75	0	4	6	0	12	30	1	2	48	103
Fall 2012	29	63	0	2	4	0	15	30	0	1	40	92
Fall 2013	38	73	0	3	5	0	16	42	0	2	43	111
10-Year Total	329	727	2	46	133	0	171	338	1	18	347	1056
10-Year Change	5	-19	0	0	-28	0	-9	15	0	0	8	-14
10-Year % Change	15%	-21%	n/a	0%	-85%	n/a	-36%	56%	n/a	0%	23%	-11%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	38	74	0	3	5	0	16	43	0	2	43	112
Fall 2015 (Projected)	39	75	0	3	5	0	16	43	0	2	44	114
Fall 2016 (Projected)	39	76	0	3	5	0	17	44	0	2	44	115
Fall 2017 (Projected)	40	77	0	3	5	0	17	45	0	2	45	117
Fall 2018 (Projected)	40	78	0	3	5	0	17	45	0	2	45	118
Fall 2019 (Projected)	41	79	0	3	6	0	17	46	0	2	46	120
15-Year Projected Total	567	1186	2	65	165	0	271	603	1	31	615	1753
15-Year Projected Change	8	-13	0	0	-27	0	-8	19	0	0	11	-5
15-Yr Projected % Change	24%	-14%	n/a	8%	-83%	n/a	-32%	70%	n/a	13%	31%	-4%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants



**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**MECHANICAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	11	44	0	0	49	0	0	6	0	0	0	55
Fall 2005	15	32	0	0	46	0	0	1	0	0	0	47
Fall 2006	11	30	0	0	38	0	0	2	0	0	1	41
Fall 2007	6	23	0	0	27	0	0	1	0	0	1	29
Fall 2008	4	18	0	0	22	0	0	0	0	0	0	22
Fall 2009	3	17	0	1	18	0	1	0	0	0	0	20
Fall 2010	1	22	0	1	19	0	1	2	0	0	0	23
Fall 2011	18	86	0	0	95	0	2	3	0	0	4	104
Fall 2012	16	63	0	0	67	0	4	2	0	0	6	79
Fall 2013	14	71	1	0	74	0	3	0	0	0	7	85
10-Year Total	99	406	1	2	455	0	11	17	0	0	19	505
10-Year Change	3	27	1	0	25	0	3	-6	0	0	7	30
10-Year % Change	27%	61%	n/a	n/a	51%	n/a	n/a	-100%	n/a	n/a	n/a	55%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	22	68	0	0	81	0	2	3	0	0	3	90
Fall 2015 (Projected)	24	71	0	0	86	0	2	3	0	0	4	95
Fall 2016 (Projected)	25	75	0	0	90	0	2	3	0	0	4	100
Fall 2017 (Projected)	26	79	0	0	95	0	2	4	0	0	4	105
Fall 2018 (Projected)	28	84	0	0	101	0	2	4	0	0	4	112
Fall 2019 (Projected)	30	90	0	0	108	0	3	4	0	0	5	120
15-Year Projected Total	254	873	2	4	1015	0	25	38	0	0	42	1127
15-Year Projected Change	19	46	0	0	59	0	3	-2	0	0	5	65
15-Yr Projected % Change	173%	105%	n/a	n/a	121%	n/a	n/a	-33%	n/a	n/a	n/a	118%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**MECHANICAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	5	8	0	0	11	0	0	2	0	0	0	13
Fall 2005	2	6	0	0	6	0	0	2	0	0	0	8
Fall 2006	2	6	0	0	7	0	0	0	0	0	1	8
Fall 2007	3	6	0	0	7	0	0	1	0	0	1	9
Fall 2008	6	4	0	0	9	0	0	1	0	0	0	10
Fall 2009	5	4	0	0	8	0	0	1	0	0	0	9
Fall 2010	5	3	0	0	7	0	0	1	0	0	0	8
Fall 2011	3	1	0	0	4	0	0	0	0	0	0	4
Fall 2012	3	2	0	0	5	0	0	0	0	0	0	5
Fall 2013	2	2	0	0	4	0	0	0	0	0	0	4
10-Year Total	36	42	0	0	68	0	0	8	0	0	2	78
10-Year Change	-3	-6	0	0	-7	0	0	-2	0	0	0	-9
10-Year % Change	-60%	-75%	n/a	n/a	-64%	n/a	n/a	-100%	n/a	n/a	n/a	-69%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	2	3	0	0	4	0	0	1	0	0	0	5
Fall 2015 (Projected)	3	4	0	0	6	0	0	1	0	0	0	7
Fall 2016 (Projected)	4	4	0	0	7	0	0	1	0	0	0	8
Fall 2017 (Projected)	5	5	0	0	9	0	0	1	0	0	0	10
Fall 2018 (Projected)	6	6	0	0	10	0	0	1	0	0	0	12
Fall 2019 (Projected)	6	7	0	0	11	0	0	1	0	0	0	13
15-Year Projected Total	61	72	0	0	116	0	0	14	0	0	3	133
15-Year Projected Change	1	-1	0	0	0	0	0	-1	0	0	0	0
15-Yr Projected % Change	20%	-13%	n/a	n/a	3%	n/a	n/a	-33%	n/a	n/a	n/a	0%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** FAMU-FSU Joint College of Engineering Study RFP #2D  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA A&M UNIVERSITY**  
**MECHANICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	16	52	0	0	60	0	0	8	0	0	0	68
Fall 2005	17	38	0	0	52	0	0	3	0	0	0	55
Fall 2006	13	36	0	0	45	0	0	2	0	0	2	49
Fall 2007	9	29	0	0	34	0	0	2	0	0	2	38
Fall 2008	10	22	0	0	31	0	0	1	0	0	0	32
Fall 2009	8	21	0	1	26	0	1	1	0	0	0	29
Fall 2010	6	25	0	1	26	0	1	3	0	0	0	31
Fall 2011	21	87	0	0	99	0	2	3	0	0	4	108
Fall 2012	19	65	0	0	72	0	4	2	0	0	6	84
Fall 2013	16	73	1	0	78	0	3	0	0	0	7	89
10-Year Total	135	448	1	2	523	0	11	25	0	0	21	583
10-Year Change	0	21	1	0	18	0	3	-8	0	0	7	21
10-Year % Change	0%	40%	n/a	n/a	30%	n/a	n/a	-100%	n/a	n/a	n/a	31%
<i>Projection totals may not foot due to rounding.</i>												
Fall 2014 (Preliminary)	24	71	0	0	85	0	2	4	0	0	4	95
Fall 2015 (Projected)	27	75	0	0	92	0	2	4	0	0	4	102
Fall 2016 (Projected)	29	79	0	0	97	0	2	4	0	0	4	108
Fall 2017 (Projected)	31	84	0	0	103	0	2	5	0	0	4	115
Fall 2018 (Projected)	34	90	0	0	111	0	2	5	0	0	5	124
Fall 2019 (Projected)	36	97	0	0	119	0	3	5	0	0	5	133
15-Year Projected Total	315	945	2	4	1131	0	25	52	0	0	46	1260
15-Year Projected Change	20	45	0	0	59	0	3	-3	0	0	5	65
15-Yr Projected % Change	125%	87%	n/a	n/a	99%	n/a	n/a	-33%	n/a	n/a	n/a	96%

*Enrollment data provided by Jason Jones, State University System of Florida*

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*Report prepared by CBT Consultants*

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**MECHANICAL ENGINEERING UNDERGRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	19	144	0	4	27	0	25	0	0	1	106	163
Fall 2005	15	160	0	8	15	0	24	1	0	2	125	175
Fall 2006	20	171	2	7	10	0	20	2	0	2	148	191
Fall 2007	24	193	2	7	10	0	24	1	0	2	171	217
Fall 2008	21	185	1	11	7	0	27	3	0	0	157	206
Fall 2009	19	204	0	12	11	0	29	3	0	2	166	223
Fall 2010	20	232	0	9	12	0	38	5	0	6	182	252
Fall 2011	26	242	1	9	10	0	42	3	4	8	191	268
Fall 2012	39	250	2	12	13	0	39	3	13	8	199	289
Fall 2013	49	280	2	15	19	2	44	5	10	10	222	329
10-Year Total	252	2061	10	94	134	2	312	26	27	41	1667	2313
10-Year Change	30	136	2	11	-8	2	19	5	10	9	116	166
10-Year % Change	158%	94%	n/a	275%	-30%	n/a	76%	n/a	n/a	n/a	109%	102%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	49	283	2	15	19	2	44	5	10	10	224	332
Fall 2015 (Projected)	50	286	2	15	19	2	45	5	10	10	226	336
Fall 2016 (Projected)	50	288	2	15	20	2	45	5	10	10	229	339
Fall 2017 (Projected)	51	291	2	16	20	2	46	5	10	10	231	342
Fall 2018 (Projected)	51	294	2	16	20	2	46	5	11	11	233	346
Fall 2019 (Projected)	52	297	2	16	20	2	47	5	11	11	236	349
15-Year Projected Total	556	3801	22	187	252	14	585	57	89	103	3046	4357
15-Year Projected Change	33	153	2	12	-7	2	22	5	11	10	130	186
15-Yr Projected % Change	174%	106%	n/a	298%	-25%	n/a	87%	n/a	n/a	962%	122%	114%

Enrollment data provided by Jason Jones, State University System of Florida

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Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**MECHANICAL ENGINEERING GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	14	55	0	2	1	0	1	45	0	1	19	69
Fall 2005	14	57	0	1	4	0	4	39	0	2	21	71
Fall 2006	7	52	0	1	2	0	4	30	0	1	21	59
Fall 2007	9	57	0	1	2	0	6	29	0	1	27	66
Fall 2008	7	52	0	0	1	0	5	28	0	1	24	59
Fall 2009	7	51	0	0	2	0	5	29	0	0	22	58
Fall 2010	6	56	0	0	1	0	5	25	0	1	30	62
Fall 2011	9	60	0	0	1	0	3	26	0	2	37	69
Fall 2012	6	59	0	1	2	0	5	20	0	2	35	65
Fall 2013	8	59	0	0	1	0	8	23	0	2	33	67
10-Year Total	87	558	0	6	17	0	46	294	0	13	269	645
10-Year Change	-6	4	0	-2	0	0	7	-22	0	1	14	-2
10-Year % Change	-43%	7%	n/a	-100%	0%	n/a	700%	-49%	n/a	100%	74%	-3%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	8	60	0	0	1	0	8	23	0	2	34	68
Fall 2015 (Projected)	8	61	0	0	1	0	8	24	0	2	34	70
Fall 2016 (Projected)	8	63	0	0	1	0	8	24	0	2	35	71
Fall 2017 (Projected)	9	64	0	0	1	0	9	25	0	2	36	73
Fall 2018 (Projected)	9	65	0	0	1	0	9	25	0	2	36	74
Fall 2019 (Projected)	9	66	0	0	1	0	9	26	0	2	37	75
15-Year Projected Total	138	938	0	6	23	0	97	442	0	26	481	1076
15-Year Projected Change	-5	11	0	-2	0	0	8	-19	0	1	18	6
15-Yr Projected % Change	-36%	21%	n/a	-100%	13%	n/a	801%	-42%	n/a	125%	96%	9%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Headcount Enrollment in Engineering Programs at FAMU and FSU**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**FLORIDA STATE UNIVERSITY**  
**MECHANICAL ENGINEERING TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	33	199	0	6	28	0	26	45	0	2	125	232
Fall 2005	29	217	0	9	19	0	28	40	0	4	146	246
Fall 2006	27	223	2	8	12	0	24	32	0	3	169	250
Fall 2007	33	250	2	8	12	0	30	30	0	3	198	283
Fall 2008	28	237	1	11	8	0	32	31	0	1	181	265
Fall 2009	26	255	0	12	13	0	34	32	0	2	188	281
Fall 2010	26	288	0	9	13	0	43	30	0	7	212	314
Fall 2011	35	302	1	9	11	0	45	29	4	10	228	337
Fall 2012	45	309	2	13	15	0	44	23	13	10	234	354
Fall 2013	57	339	2	15	20	2	52	28	10	12	255	396
10-Year Total	339	2619	10	100	151	2	358	320	27	54	1936	2958
10-Year Change	24	140	2	9	-8	2	26	-17	10	10	130	164
10-Year % Change	73%	70%	n/a	150%	-29%	n/a	100%	-38%	n/a	n/a	104%	71%
<i>Projection totals may not foot due to rounding.</i>												
Fall 2014 (Preliminary)	58	343	2	15	20	2	53	29	10	12	258	401
Fall 2015 (Projected)	58	347	2	15	20	2	53	29	10	12	261	405
Fall 2016 (Projected)	59	351	2	15	21	2	54	30	10	12	264	410
Fall 2017 (Projected)	60	355	2	16	21	2	54	30	10	13	267	415
Fall 2018 (Projected)	60	359	2	16	21	2	55	31	11	13	270	420
Fall 2019 (Projected)	61	364	2	16	21	2	56	31	11	13	273	425
15-Year Projected Total	695	4738	0	22	193	275	14	683	499	89	129	5433
15-Year Projected Change	28	165	2	10	-7	2	30	-14	11	11	148	193
15-Yr Projected % Change	85%	83%	n/a	n/a	-24%	n/a	114%	-31%	n/a	n/a	118%	83%

*Enrollment data provided by Jason Jones, State University System of Florida*

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*Report prepared by CBT Consultants*

**Table 2D** FAMU-FSU Joint College of Engineering Study **RFP #2D**  
**Joint College Headcount Enrollment**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts. Headcounts for Agricultural Engineering are not included, as they are not part of the Joint College.**

**FLORIDA A&M UNIVERSITY**  
**TOTAL ENGINEERING UNDERGRADUATE HEADCOUNT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	155	427	0	2	542	0	2	26	0	0	10	582
Fall 2005	119	374	0	2	460	0	2	18	0	0	11	493
Fall 2006	98	332	0	5	406	0	0	8	0	0	11	430
Fall 2007	92	343	2	4	397	0	3	14	0	0	15	435
Fall 2008	106	365	4	2	432	0	9	13	0	0	11	471
Fall 2009	101	371	2	3	437	0	9	10	0	0	11	472
Fall 2010	115	390	4	5	460	0	6	10	0	0	20	505
Fall 2011	106	365	3	1	434	0	4	11	0	0	18	471
Fall 2012	93	286	1	1	338	0	8	12	0	0	19	379
Fall 2013	91	230	1	1	289	0	6	8	0	0	16	321
10-Year Total	1076	3483	17	26	4195	0	49	130	0	0	142	4559
10-Year Change	-64	-197	1	-1	-253	0	4	-18	0	0	6	-261
10-Year % Change	-41%	-46%	n/a	-50%	-47%	n/a	200%	-69%	n/a	n/a	60%	-45%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	84	251	1	1	308	0	4	11	0	0	10	335
Fall 2015 (Projected)	93	270	1	1	333	0	4	12	0	0	11	363
Fall 2016 (Projected)	102	289	1	2	359	0	5	13	0	0	12	391
Fall 2017 (Projected)	110	309	1	2	385	0	5	14	0	0	13	419
Fall 2018 (Projected)	118	330	1	2	411	0	5	15	0	0	14	448
Fall 2019 (Projected)	125	341	1	2	428	0	5	16	0	0	14	466
15-Year Projected Total	1708	5273	21	36	6419	0	77	212	0	0	216	6981
15-Year Projected Change	-30	-86	1	0	-114	0	3	-10	0	0	4	-116
15-Yr Projected % Change	-19%	-20%	n/a	0%	-21%	n/a	172%	-39%	n/a	n/a	42%	-20%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

**FAMU-FSU Joint College of Engineering Study  
Joint College Headcount Enrollment**

RFP #2D

**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts.  
Headcounts for Agricultural Engineering are not included, as they are not part of the Joint College.**

**FLORIDA A&M UNIVERSITY  
TOTAL GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	12	44	0	2	36	0	1	16	0	0	1	56
Fall 2005	7	32	0	1	27	0	2	9	0	0	0	39
Fall 2006	2	34	0	0	28	0	2	5	0	0	1	36
Fall 2007	3	27	0	0	23	0	1	5	0	0	1	30
Fall 2008	9	20	0	0	23	0	0	6	0	0	0	29
Fall 2009	12	23	0	1	28	0	0	6	0	0	0	35
Fall 2010	17	18	0	0	30	0	0	4	0	0	1	35
Fall 2011	16	15	0	1	24	0	0	4	1	0	1	31
Fall 2012	15	11	0	0	23	0	0	3	0	0	0	26
Fall 2013	11	13	0	0	22	0	0	2	0	0	0	24
10-Year Total	104	237	0	5	264	0	6	60	1	0	5	341
10-Year Change	-1	-31	0	-2	-14	0	-1	-14	0	0	-1	-32
10-Year % Change	-8%	-70%	n/a	-100%	-39%	n/a	-100%	-88%	n/a	n/a	-100%	-57%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	9	21	0	0	23	0	0	6	0	0	1	30
Fall 2015 (Projected)	12	29	0	1	31	0	1	8	0	0	1	41
Fall 2016 (Projected)	15	35	0	1	38	0	1	10	0	0	1	50
Fall 2017 (Projected)	18	43	0	1	46	0	1	12	0	0	1	61
Fall 2018 (Projected)	21	49	0	1	53	0	1	13	0	0	1	70
Fall 2019 (Projected)	23	56	0	1	60	0	1	15	0	0	1	79
15-Year Projected Total	202	470	0	10	514	0	11	123	2	0	11	672
15-Year Projected Change	11	12	0	-1	24	0	0	-1	0	0	0	23
15-Yr Projected % Change	95%	26%	n/a	-34%	66%	n/a	24%	-6%	n/a	n/a	35%	41%

Enrollment data provided by Jason Jones, State University System of Florida

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Report prepared by CBT Consultants



Table 2D

**FAMU-FSU Joint College of Engineering Study  
Joint College Headcount Enrollment**

RFP #2D

**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts.  
Headcounts for Agricultural Engineering are not included, as they are not part of the Joint College.**

**FLORIDA A&M UNIVERSITY  
TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	167	471	0	4	578	0	3	42	0	0	11	638
Fall 2005	126	406	0	3	487	0	4	27	0	0	11	532
Fall 2006	100	366	0	5	434	0	2	13	0	0	12	466
Fall 2007	95	370	2	4	420	0	4	19	0	0	16	465
Fall 2008	115	385	4	2	455	0	9	19	0	0	11	500
Fall 2009	113	394	2	4	465	0	9	16	0	0	11	507
Fall 2010	132	408	4	5	490	0	6	14	0	0	21	540
Fall 2011	122	380	3	2	458	0	4	15	1	0	19	502
Fall 2012	108	297	1	1	361	0	8	15	0	0	19	405
Fall 2013	102	243	1	1	311	0	6	10	0	0	16	345
10-Year Total	1180	3720	17	31	4459	0	55	190	1	0	147	4900
10-Year Change	-65	-228	1	-3	-267	0	3	-32	0	0	5	-293
10-Year % Change	-39%	-48%	n/a	-75%	-46%	n/a	100%	-76%	n/a	n/a	45%	-46%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	93	272	1	2	330	0	4	17	0	0	11	365
Fall 2015 (Projected)	105	299	1	2	364	0	5	20	0	0	12	404
Fall 2016 (Projected)	117	324	1	2	397	0	5	23	0	0	13	441
Fall 2017 (Projected)	128	352	1	3	431	0	6	26	0	0	14	480
Fall 2018 (Projected)	139	379	1	3	464	0	6	29	0	0	15	518
Fall 2019 (Projected)	148	397	1	3	487	0	7	31	0	0	16	545
15-Year Projected Total	1910	5743	21	46	6933	0	89	335	2	0	226	7653
15-Year Projected Change	-19	-74	1	-1	-91	0	4	-11	0	0	5	-93
15-Yr Projected % Change	-11%	-16%	n/a	-20%	-16%	n/a	123%	-26%	n/a	n/a	42%	-15%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

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**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Joint College Headcount Enrollment**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts. Headcounts for FSU's 7,020 "Engineering, Other" students (freshmen and sophomores who have not declared a major) and for the 5 Systems Engineering graduate students at FSU are excluded.**

**FLORIDA STATE UNIVERSITY**  
**TOTAL ENGINEERING UNDERGRADUATE HEADCOUNT (excluding "Engineering, Other")**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	171	630	3	33	135	0	135	19	0	7	469	801
Fall 2005	169	596	2	39	108	0	125	19	0	7	465	765
Fall 2006	159	599	5	40	84	0	92	38	0	8	491	758
Fall 2007	170	597	4	43	85	0	85	30	0	6	514	767
Fall 2008	164	581	3	40	59	0	90	37	0	4	512	745
Fall 2009	181	671	4	40	81	0	103	34	0	5	585	852
Fall 2010	170	724	5	41	84	0	122	33	0	16	593	894
Fall 2011	180	768	6	41	78	0	137	35	13	18	620	948
Fall 2012	200	792	4	53	77	0	143	32	23	20	640	992
Fall 2013	243	866	5	52	88	5	164	57	27	23	688	1109
10-Year Total	1807	6824	41	422	879	5	1196	334	63	114	5577	8631
10-Year Change	72	236	2	19	-47	5	29	38	27	16	219	308
10-Year % Change	42%	37%	67%	58%	-35%	n/a	21%	200%	n/a	229%	47%	38%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	246	874	4	53	89	4	165	57	28	23	695	1119
Fall 2015 (Projected)	247	884	4	54	89	4	167	58	28	23	703	1130
Fall 2016 (Projected)	250	892	4	54	90	4	169	58	28	23	709	1142
Fall 2017 (Projected)	253	901	4	54	92	4	171	59	29	24	716	1154
Fall 2018 (Projected)	256	910	4	56	93	4	172	59	29	24	722	1164
Fall 2019 (Projected)	258	919	4	56	94	4	174	61	29	24	730	1177
15-Year Projected Total	3317	12204	66	749	1426	30	2214	686	234	255	9852	15517
15-Year Projected Change	87	289	1	23	-41	4	39	42	29	17	261	376
15-Yr Projected % Change	51%	46%	n/a	70%	-31%	n/a	29%	223%	n/a	n/a	56%	47%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

**FAMU-FSU Joint College of Engineering Study  
Joint College Headcount Enrollment**

RFP #2D

**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts. Headcounts for FSU's 7,020 "Engineering, Other" students (freshmen and sophomores who have not declared a major) and for the 5 Systems Engineering graduate students at FSU are excluded.**

**FLORIDA STATE UNIVERSITY  
TOTAL GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	50	178	0	8	19	0	10	127	0	4	60	228
Fall 2005	55	179	0	9	24	0	14	114	0	5	68	234
Fall 2006	53	180	0	6	20	0	15	124	0	3	65	233
Fall 2007	52	180	1	5	16	0	13	130	0	1	66	232
Fall 2008	40	175	1	5	12	0	12	124	0	2	59	215
Fall 2009	46	179	0	6	14	0	15	127	0	1	62	225
Fall 2010	40	189	1	4	10	0	17	111	0	2	84	229
Fall 2011	43	203	0	2	8	0	17	117	0	3	99	246
Fall 2012	37	207	0	5	12	0	17	114	0	4	92	244
Fall 2013	42	204	0	5	10	0	17	121	1	7	85	246
10-Year Total	458	1874	3	55	145	0	147	1209	1	32	740	2332
10-Year Change	-8	26	0	-3	-9	0	7	-6	1	3	25	18
10-Year % Change	-16%	15%	n/a	-38%	-47%	n/a	70%	-5%	n/a	n/a	42%	8%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	43	208	0	5	10	0	17	123	0	6	87	250
Fall 2015 (Projected)	44	213	0	5	10	0	18	125	0	6	90	256
Fall 2016 (Projected)	45	217	0	5	11	0	18	127	0	7	92	261
Fall 2017 (Projected)	46	221	0	5	11	0	18	131	0	6	93	266
Fall 2018 (Projected)	47	225	0	5	11	0	19	133	0	8	95	271
Fall 2019 (Projected)	48	230	0	5	11	0	19	135	0	8	97	277
15-Year Projected Total	730	3188	3	87	209	0	256	1983	1	73	1294	3905
15-Year Projected Change	-2	52	0	-3	-8	0	9	8	0	4	37	49
15-Yr Projected % Change	-5%	29%	n/a	-31%	-41%	n/a	90%	6%	n/a	93%	61%	21%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

**FAMU-FSU Joint College of Engineering Study  
Joint College Headcount Enrollment**

RFP #2D

**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts. Headcounts for FSU's 7,020 "Engineering, Other" students (freshmen and sophomores who have not declared a major) and for the 5 Systems Engineering graduate students at FSU are excluded.**

**FLORIDA STATE UNIVERSITY  
TOTAL HEADCOUNT ENROLLMENT (excluding "Engineering, Other")**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	221	808	3	41	154	0	145	146	0	11	529	1029
Fall 2005	224	775	2	48	132	0	139	133	0	12	533	999
Fall 2006	212	779	5	46	104	0	107	162	0	11	556	991
Fall 2007	222	777	5	48	101	0	98	160	0	7	580	999
Fall 2008	204	756	4	45	71	0	102	161	0	6	571	960
Fall 2009	227	850	4	46	95	0	118	161	0	6	647	1077
Fall 2010	210	913	6	45	94	0	139	144	0	18	677	1123
Fall 2011	223	971	6	43	86	0	154	152	13	21	719	1194
Fall 2012	237	999	4	58	89	0	160	146	23	24	732	1236
Fall 2013	285	1070	5	57	98	5	181	178	28	30	773	1355
10-Year Total	2265	8698	44	477	1024	5	1343	1543	64	146	6317	10963
10-Year Change	64	262	2	16	-56	5	36	32	28	19	244	326
10-Year % Change	29%	32%	n/a	39%	-36%	n/a	25%	22%	n/a	173%	46%	32%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	289	1082	4	58	99	4	182	180	28	29	782	1369
Fall 2015 (Projected)	292	1097	4	59	100	4	185	183	28	30	792	1386
Fall 2016 (Projected)	295	1109	4	59	100	4	187	185	28	31	801	1402
Fall 2017 (Projected)	299	1122	4	60	103	4	189	189	29	30	810	1419
Fall 2018 (Projected)	302	1135	4	61	104	4	191	192	29	31	817	1436
Fall 2019 (Projected)	305	1149	4	62	105	4	193	197	29	32	827	1453
15-Year Projected Total	4048	15392	69	836	1635	30	2470	2669	235	329	11146	19429
15-Year Projected Change	84	341	1	21	-49	4	48	51	29	21	298	424
15-Yr Projected % Change	38%	42%	42%	50%	-32%	n/a	33%	35%	n/a	188%	56%	41%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

**FAMU-FSU Joint College of Engineering Study  
Joint College Headcount Enrollment**

RFP #2D

**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts.  
Headcounts for Agricultural Engineering are not included, as they are not part of the Joint College.**

**FLORIDA A&M UNIVERSITY  
TOTAL ENGINEERING UNDERGRADUATE HEADCOUNT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un- known	White	TOTAL
Fall 2004	155	427	0	2	542	0	2	26	0	0	10	582
Fall 2005	119	374	0	2	460	0	2	18	0	0	11	493
Fall 2006	98	332	0	5	406	0	0	8	0	0	11	430
Fall 2007	92	343	2	4	397	0	3	14	0	0	15	435
Fall 2008	106	365	4	2	432	0	9	13	0	0	11	471
Fall 2009	101	371	2	3	437	0	9	10	0	0	11	472
Fall 2010	115	390	4	5	460	0	6	10	0	0	20	505
Fall 2011	106	365	3	1	434	0	4	11	0	0	18	471
Fall 2012	93	286	1	1	338	0	8	12	0	0	19	379
Fall 2013	91	230	1	1	289	0	6	8	0	0	16	321
10-Year Total	1076	3483	17	26	4195	0	49	130	0	0	142	4559
10-Year Change	-64	-197	1	-1	-253	0	4	-18	0	0	6	-261
10-Year % Change	-41%	-46%	n/a	-50%	-47%	n/a	200%	-69%	n/a	n/a	60%	-45%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	84	251	1	1	308	0	4	11	0	0	10	335
Fall 2015 (Projected)	93	270	1	1	333	0	4	12	0	0	11	363
Fall 2016 (Projected)	102	289	1	2	359	0	5	13	0	0	12	391
Fall 2017 (Projected)	110	309	1	2	385	0	5	14	0	0	13	419
Fall 2018 (Projected)	118	330	1	2	411	0	5	15	0	0	14	448
Fall 2019 (Projected)	125	341	1	2	428	0	5	16	0	0	14	466
15-Year Projected Total	1708	5273	21	36	6419	0	77	212	0	0	216	6981
15-Year Projected Change	-30	-86	1	0	-114	0	3	-10	0	0	4	-116
15-Yr Projected % Change	-19%	-20%	n/a	-6%	-21%	n/a	172%	-39%	n/a	n/a	42%	-20%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

## FAMU-FSU Joint College of Engineering Study

RFP #2D

## Joint College Headcount Enrollment

By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts. Headcounts for Agricultural Engineering are not included, as they are not part of the Joint College.**

**FLORIDA A&M UNIVERSITY  
TOTAL GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	12	44	0	2	36	0	1	16	0	0	1	56
Fall 2005	7	32	0	1	27	0	2	9	0	0	0	39
Fall 2006	2	34	0	0	28	0	2	5	0	0	1	36
Fall 2007	3	27	0	0	23	0	1	5	0	0	1	30
Fall 2008	9	20	0	0	23	0	0	6	0	0	0	29
Fall 2009	12	23	0	1	28	0	0	6	0	0	0	35
Fall 2010	17	18	0	0	30	0	0	4	0	0	1	35
Fall 2011	16	15	0	1	24	0	0	4	1	0	1	31
Fall 2012	15	11	0	0	23	0	0	3	0	0	0	26
Fall 2013	11	13	0	0	22	0	0	2	0	0	0	24
10-Year Total	104	237	0	5	264	0	6	60	1	0	5	341
10-Year Change	-1	-31	0	-2	-14	0	-1	-14	0	0	-1	-32
10-Year % Change	-8%	-70%	n/a	-100%	-39%	n/a	-100%	-88%	n/a	n/a	-100%	-57%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	9	21	0	0	23	0	0	6	0	0	1	30
Fall 2015 (Projected)	12	29	0	1	31	0	1	8	0	0	1	41
Fall 2016 (Projected)	15	35	0	1	38	0	1	10	0	0	1	50
Fall 2017 (Projected)	18	43	0	1	46	0	1	12	0	0	1	61
Fall 2018 (Projected)	21	49	0	1	53	0	1	13	0	0	1	70
Fall 2019 (Projected)	23	56	0	1	60	0	1	15	0	0	1	79
15-Year Projected Total	202	470	0	10	514	0	11	123	2	0	11	672
15-Year Projected Change	11	12	0	-1	24	0	0	-1	0	0	0	23
15-Yr Projected % Change	95%	26%	n/a	-34%	66%	n/a	24%	-6%	n/a	n/a	35%	41%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

Table 2D

## FAMU-FSU Joint College of Engineering Study

RFP #2D

## Joint College Headcount Enrollment

By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts. Headcounts for Agricultural Engineering are not included, as they are not part of the Joint College.**

**FLORIDA A&M UNIVERSITY  
TOTAL HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	167	471	0	4	578	0	3	42	0	0	11	638
Fall 2005	126	406	0	3	487	0	4	27	0	0	11	532
Fall 2006	100	366	0	5	434	0	2	13	0	0	12	466
Fall 2007	95	370	2	4	420	0	4	19	0	0	16	465
Fall 2008	115	385	4	2	455	0	9	19	0	0	11	500
Fall 2009	113	394	2	4	465	0	9	16	0	0	11	507
Fall 2010	132	408	4	5	490	0	6	14	0	0	21	540
Fall 2011	122	380	3	2	458	0	4	15	1	0	19	502
Fall 2012	108	297	1	1	361	0	8	15	0	0	19	405
Fall 2013	102	243	1	1	311	0	6	10	0	0	16	345
10-Year Total	1180	3720	17	31	4459	0	55	190	1	0	147	4900
10-Year Change	-65	-228	1	-3	-267	0	3	-32	0	0	5	-293
10-Year % Change	-39%	-48%	n/a	-75%	-46%	n/a	100%	-76%	n/a	n/a	45%	-46%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	93	272	1	2	330	0	4	17	0	0	11	365
Fall 2015 (Projected)	105	299	1	2	364	0	5	20	0	0	12	404
Fall 2016 (Projected)	117	324	1	2	397	0	5	23	0	0	13	441
Fall 2017 (Projected)	128	352	1	3	431	0	6	26	0	0	14	480
Fall 2018 (Projected)	139	379	1	3	464	0	6	29	0	0	15	518
Fall 2019 (Projected)	148	397	1	3	487	0	7	31	0	0	16	545
15-Year Projected Total	1910	5743	21	46	6933	0	89	335	2	0	226	7653
15-Year Projected Change	-19	-74	1	-1	-91	0	4	-11	0	0	5	-93
15-Yr Projected % Change	-11%	-16%	n/a	n/a	-16%	n/a	n/a	-26%	n/a	n/a	n/a	-15%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Joint College Headcount Enrollment**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

**NOTE: This report includes Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering headcounts. Headcounts for FSU's 7,020 "Engineering, Other" students (freshmen and sophomores who have not declared a major) have been allocated proportionately to each category. The 5 Systems Engineering graduate students at FSU are excluded.**

**FLORIDA STATE UNIVERSITY**  
**TOTAL ENGINEERING UNDERGRADUATE HEADCOUNT (including "Engineering, Other")**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	298	1100	5	58	236	0	236	33	0	12	819	1398
Fall 2005	320	1129	4	74	205	0	237	36	0	13	881	1449
Fall 2006	305	1149	10	77	161	0	176	73	0	15	942	1454
Fall 2007	326	1145	8	82	163	0	163	58	0	12	986	1471
Fall 2008	306	1082	6	75	110	0	168	69	0	7	954	1388
Fall 2009	322	1193	7	71	144	0	183	60	0	9	1040	1515
Fall 2010	307	1305	9	74	151	0	220	60	0	29	1069	1612
Fall 2011	323	1377	11	74	140	0	246	63	23	32	1112	1700
Fall 2012	356	1412	7	94	137	0	255	57	41	36	1141	1768
Fall 2013	415	1481	9	89	150	9	280	97	46	39	1176	1896
10-Year Total	3278	12373	74	767	1597	9	2164	606	110	205	10119	15651
10-Year Change	117	381	3	31	-85	9	45	64	46	27	358	498
10-Year % Change	39%	35%	63%	54%	-36%	n/a	19%	194%	n/a	222%	44%	36%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	420	1495	9	90	152	9	283	98	47	40	1188	1915
Fall 2015 (Projected)	424	1510	9	91	153	9	286	99	47	40	1200	1934
Fall 2016 (Projected)	428	1525	9	92	155	9	289	100	48	41	1212	1953
Fall 2017 (Projected)	432	1541	9	93	157	9	292	101	48	41	1224	1973
Fall 2018 (Projected)	437	1556	9	93	158	9	295	102	49	41	1236	1993
Fall 2019 (Projected)	441	1572	9	94	160	9	298	103	49	42	1249	2013
15-Year Projected Total	5860	21572	128	1320	2532	62	3906	1211	397	449	17428	27432
15-Year Projected Change	143	472	4	37	-76	9	62	70	49	30	430	615
15-Yr Projected % Change	48%	43%	73%	64%	-32%	n/a	26%	212%	n/a	242%	53%	44%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants



RFP #2D

**FAMU-FSU Joint College of Engineering Study**

**Table 2D Joint College Headcount Enrollment**

**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

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**FLORIDA STATE UNIVERSITY**  
**TOTAL GRADUATE HEADCOUNT ENROLLMENT**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	50	178	0	8	19	0	10	127	0	4	60	228
Fall 2005	55	179	0	9	24	0	14	114	0	5	68	234
Fall 2006	53	180	0	6	20	0	15	124	0	3	65	233
Fall 2007	52	180	1	5	16	0	13	130	0	1	66	232
Fall 2008	40	175	1	5	12	0	12	124	0	2	59	215
Fall 2009	46	179	0	6	14	0	15	127	0	1	62	225
Fall 2010	40	189	1	4	10	0	17	111	0	2	84	229
Fall 2011	43	203	0	2	8	0	17	117	0	3	99	246
Fall 2012	37	207	0	5	12	0	17	114	0	4	92	244
Fall 2013	42	204	0	5	10	0	17	121	1	7	85	246
10-Year Total	458	1874	3	55	145	0	147	1209	1	32	740	2332
10-Year Change	-8	26	0	-3	-9	0	7	-6	1	3	25	18
10-Year % Change	-16%	15%	n/a	-38%	-47%	n/a	70%	-5%	n/a	75%	42%	8%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	43	208	0	5	10	0	17	123	0	6	87	250
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15-Yr Projected % Change	-5%	29%	n/a	-31%	-41%	n/a	90%	6%	n/a	93%	61%	21%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2D** **FAMU-FSU Joint College of Engineering Study** **RFP #2D**  
**Joint College Headcount Enrollment**  
**By Gender, Race/Ethnicity, and Degree Level for Fall 2003 through Fall 2019 (Projected)**

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**FLORIDA STATE UNIVERSITY**  
**TOTAL HEADCOUNT ENROLLMENT (including "Engineering, Other")**

Undergraduate Enrollment	Female	Male	Amer Indian	Asian	Black or Af Am	HI/Pac Islander	Hispanic	Non-Res Alien	Two or More	Un-known	White	TOTAL
Fall 2004	348	1278	5	66	255	0	246	160	0	16	879	1626
Fall 2005	375	1308	4	83	229	0	251	150	0	18	949	1683
Fall 2006	358	1329	10	83	181	0	191	197	0	18	1007	1687
Fall 2007	378	1325	9	87	179	0	176	188	0	13	1052	1703
Fall 2008	346	1257	7	80	122	0	180	193	0	9	1013	1603
Fall 2009	368	1372	7	77	158	0	198	187	0	10	1102	1740
Fall 2010	347	1494	10	78	161	0	237	171	0	31	1153	1841
Fall 2011	366	1580	11	76	148	0	263	180	23	35	1211	1946
Fall 2012	393	1619	7	99	149	0	272	171	41	40	1233	2012
Fall 2013	457	1685	9	94	160	9	297	218	47	46	1261	2142
10-Year Total	3736	14247	77	822	1742	9	2311	1815	111	237	10859	17983
10-Year Change	109	407	3	28	-94	9	52	58	47	30	383	516
10-Year % Change	31%	32%	63%	43%	-37%	n/a	21%	36%	n/a	186%	44%	32%
<b>Projection totals may not foot due to rounding.</b>												
Fall 2014 (Preliminary)	462	1703	9	95	162	9	300	221	47	46	1275	2165
Fall 2015 (Projected)	468	1723	9	96	164	9	304	224	47	46	1290	2190
Fall 2016 (Projected)	473	1742	9	97	166	9	307	228	48	48	1303	2214
Fall 2017 (Projected)	478	1762	9	98	167	9	310	232	48	47	1317	2239
Fall 2018 (Projected)	483	1781	9	99	169	9	313	235	49	49	1331	2264
Fall 2019 (Projected)	489	1802	9	100	171	9	317	239	49	49	1345	2289
15-Year Projected Total	6590	24760	131	1406	2741	62	4162	3194	398	523	18722	31344
15-Year Projected Change	140	524	4	34	-84	9	71	79	49	33	467	663
15-Yr Projected % Change	40%	41%	73%	52%	-33%	n/a	29%	49%	n/a	205%	53%	41%

Enrollment data provided by Jason Jones, State University System of Florida

Projections provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Report prepared by CBT Consultants

**Table 2E** **FAMU-FSU Joint College of Engineering Study Undergraduate Admissions Requirements** **RFP #2E**

Degree	CIP Code	Minimum High School GPA	Minimum ACT/SAT	Prerequisite Courses/Grade Minimum	Other Requirements
<b>FSU Undergrad Engineering Degrees</b>	14.****	3.3	24 ACT	A grade of C or better in EGN 1004L (1) First Year Engineering Lab; and, a grade of C or better, from any institution attended, in Calculus I, Calculus II, General Chemistry I with Lab, and General Physics I with Lab. A single repeated attempt in only one of these courses is permitted.	Annual Units From HS: 4 English, 3 Math, 3 Nat Sci, 3 Social Sci, 2 Foreign Lang  Admission is very limited to students with Ds, Fs or repeats in high school, students who do not complete math above Alg II, students with weak academic schedules or weak senior schedules.
<b>FAMU Undergrad Engineering Degrees</b>	14.****	2.0	SAT - Math - 460, Critical Reading - 460, Writing - 440 or ACT Reading - 19, Math - 19, English/Writing 18	Must earn a grade of "C" or better on the first attempt of the courses designated in our Pre-Engineering curriculum  Calculus I, Calculus II, General Physics I*, General Chemistry I, Pre-Engineering Lab  One repeated attempt out of all pre-engineering courses is permitted  major in Chemical or Biomedical Engineering shall replace Physics I with General Chemistry II for their Pre-Engineering sequence  Transfer students who will earn an AA prior to enrollment at the College must have completed at least Calculus I and at least one other pre-engineering course (excluding Pre-Engineering Lab)	1. Application fee of \$30 (non-refundable or fee waiver for FL residents only)  2. Official transcripts  3. GED recipients must submit the high school transcript  4. Two letters of recommendation  5. SAT or ACT test scores  6. Essay (the essay is part of the application). "What qualities or unique characteristics do you possess that would allow you to contribute to the university community?"

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2E)

Table 2E		FAMU-FSU Joint College of Engineering Study Undergraduate Admissions Requirements		RFP #2E
Chemical and Biomedical Engineering Department				
Degree Program:				
MS	Biomedical Engineering	Chemical Engineering		
Doctoral	Biomedical Engineering	Chemical Engineering		
Dept. Admisison Requirements:				
Min.GPA	Min. GRE	TOEFL	Other Reqmts.	
		(for international students)	apart from min. degree or coursework needed for admission	
			3 letters of recommendation	
3.0/4.0	Verbal: 48%(150)	550 (paper based)	Transcripts from all schools attended	
	Quant: 75% (158)	80 (internet based)	Statement of Purpose	
	Combined 308		Current resume or curriculum vitae	
			For international students: Check with the Department for any additional requirements.	
Civil and Environmental Engineering Department				
Degree Program:				
MS	Civil Engineering			
M.Eng.	Civil Engineering			
Doctoral	Civil Engineering			
Dept. Admisison Requirements:				
Min.GPA	Min. GRE	TOEFL	Other Reqmts.	
	(percentile)	(for international students)	apart from min. degree or coursework needed for admission	
			3 letters of recommendation	
3.0/4.0	Verbal: 25% (144) (MS/M.Eng)	550 (paper based)	Transcripts from all schools attended	
	Verbal: 35% (147) (PhD Program)	213 (Comp. based)	Statement of Purpose	
	Quant: 65% (153) (MS/M.Eng)	80 (internet based)	Current resume or curriculum vitae	
	Quant: 70% (155) [PhD. Program]			
	GRE Substitutes for M.Eng.		For International students: Check with the Department for any	
	1. Proof of passing NCEES (FE)		for any additional requirements.	
	or PE Exam;			
	2. hold PE licensures in any state			

## Electrical and Computer Engineering Department

**Degree Program:**

MS                      Electrical Engineering  
M.Eng.                Electrical Engineering

**Dept. Admisison Requirements:**

<i>Min.GPA</i>	<i>Min. GRE</i>	<i>TOEFL</i>	<i>Other Reqmts.</i>
		<i>(for international students)</i>	<i>apart from min. degree or coursework needed for admission</i>
			3 letters of recommendation
3.0/4.0	Verbal: 145	550 (paper based)	Transcripts from all schools attended
	Quant: 148		Statement of Purpose
		80 (internet based)	Current resume or curriculum vitae
			<b>International Students must also obtain:</b>
			6.5 points in IELTS, 55 points in Pearson's
			Academic examination, <b>or</b> 77 points in MELAB
			examination.
			<b>International Students applying for TA:</b>
			TOELF score: min 26; OR
			SPEAK test at FSU: min 50;

**Degree Program:**

Doctoral                Electrical Engineering

**Dept. Admisison Requirements:**

<i>Min.GPA</i>	<i>Min. GRE</i>	<i>TOEFL</i>	<i>Other Reqmts.</i>
		<i>(for international students)</i>	<i>apart from min. degree or coursework needed for admission</i>
			3 letters of recommendation
3.3/4.0	Verbal: 145	550 (paper based)	Transcripts from all schools attended
	Quant: 148		Statement of Purpose
		80 (internet based)	Current resume or curriculum vitae
			<b>International Students must also obtain:</b>
			6.5 points in IELTS, 55 points in Pearson's
			Academic examination, <b>or</b> 77 points in MELAB
			examination.
			<b>International Students applying for TA:</b>
			TOELF score: min 26; OR
			SPEAK test at FSU: min 50;

## Industrial and Manufacturing Engineering Department

**Degree Program:**

MSIE- Thesis                      Master of Science in Industrial Engineering

**Dept. Admisison Requirements:**

<i>Min.GPA</i>	<i>Min. GRE</i>	<i>Addtl. Scores</i>	<i>Other Reqmts.</i>
		<i>(for international students)</i>	<i>apart from min. degree or coursework needed for admission</i>
		TOEFL:	3 letters of recommendation
3.0/4.0	Verbal: (146)	80 (internet based)	Transcripts from all schools attended
	Quant: (155)	<i>or</i>	Statement of Purpose
		<i>IELTS: &gt;6.5</i>	Current resume or curriculum vitae
			<b><u>For International students:</u></b> Check with the Department for any
			for any additional requirements.

**Degree Program:**

MSIE (Non-Thesis)                      Master of Science in Industrial Engineering  
 MSIE                                      MSIE with specialization in Engineering Management  
 MSIE                                      MSIE with specialization in Engineering Management of Orthotics and Prosthetics

**Dept. Admisison Requirements:**

<i>Min.GPA</i>	<i>Min. GRE</i>	<i>Addtl. Scores</i>	<i>Other Reqmts.</i>
	<i>(percentile)</i>	<i>(for international students)</i>	<i>apart from min. degree or coursework needed for admission</i>
3.0/4.0	Verbal: (146)	TOEFL:	3 letters of recommendation
	Quant:(151)	80 (internet based)	Transcripts from all schools attended
		<i>or</i>	Statement of Purpose
		<i>IELTS: &gt;6.5</i>	Current resume or curriculum vitae
			<b><u>For International students:</u></b> Check with the Department for any
			for any additional requirements.

**Degree Program:**

BS-PhD Program                      Industrial Engineering  
 PhD Program                              Industrial Engineering

**Dept. Admisison Requirements:**

<i>Min.GPA</i>	<i>Min. GRE</i>	<i>Addtl. Scores</i>	<i>Other Reqmts.</i>
	<i>(percentile)</i>	<i>(for international students)</i>	<i>apart from min. degree or coursework needed for admission</i>
			3 letters of recommendation

3.4/4.0	Verbal: (146)	TOEFL:	Transcripts from all schools attended
	Quant:(155)	80 (internet based)	Statement of Purpose
		or	Current resume or curriculum vitae
		IELTS: >6.5	
			<b>For International students:</b> Check with the Department for any
			for any additional requirements.

### Mechanical Engineering Department

**Degree Program:**

MS Mechanical Engineering  
 Doctoral Mechanical Engineering

Note: The Admissions requirements are similar for all degree options with MS and PhD. Program.

**Dept. Admission Requirements:**

<i>Min.GPA</i>	<i>Min. GRE</i>	<i>Addtl. Scores</i>	<i>Other Reqmts.</i>
	<i>(percentile)</i>	<i>(for international students)</i>	<i>apart from min. degree or coursework needed for admission</i>
3.0/4.0	Verbal: (150)	TOEFL:	3 letters of recommendation
	Quant: (155)	80 (internet based) or	Transcripts from all schools attended
		550 (paper based) or	Statement of Purpose
		IELTS: >6.5 or	Current resume or curriculum vitae
		MELAB: 77 (FSU only)	
			<b>For International students:</b> Check with the Department for any
			for any additional requirements.

**Table 2E-1 FAMU-FSU Joint College of Engineering Study RFP #2E-1**  
**Engineering Freshmen Credentials for Past Three Fall Semesters**

Because FSU freshmen engineering students are not assigned to a major, average scores by major are not available. The scores shown below are for all entering freshmen engineering students for the past three semesters.

FSU	CIP	Average High School GPA	Average ACT
FSU Average for Past Three Fall Semesters	14.xxxx	3.96	29.3

NOTE: Any SAT two-part score was converted to ACT using: <http://www.act.org/aap/concordance/pdf/reference.pdf>

FAMU Fall 2011	CIP	Average High School GPA	Average SAT	Average ACT
Agricultural Engineering	14.0301	2.54	1290	n/a
Chemical Engineering	14.0701	3.32	1498	22.3
Civil Engineering	14.0801	3.22	1480	22.8
Computer Engineering	14.0901	3.03	1402	21.6
Electrical Engineering	14.1001	3.16	1465	24.8
Mechanical Engineering	14.1901	3.09	1502	24.4
Industrial Engineering	14.3501	3.66	n/a	23.0
FAMU Fall 2012	CIP	Average High School GPA	Average SAT	Average ACT
Agricultural Engineering	14.0301	3.35	n/a	25.0
Chemical Engineering	14.0701	3.55	1656	23.3
Civil Engineering	14.0801	3.08	1463	19.6
Computer Engineering	14.0901	3.05	1387	22.2
Electrical Engineering	14.1001	3.58	1330	23.2
Mechanical Engineering	14.1901	3.22	1456	21.1
Industrial Engineering	14.3501	n/a	n/a	23.0
FAMU Fall 2013	CIP	Average High School GPA	Average SAT	Average ACT
Agricultural Engineering	14.0301	3.51	1325	19.7
Chemical Engineering	14.0701	3.46	1610	22.0
Civil Engineering	14.0801	3.4	1562	20.6
Computer Engineering	14.0901	3.42	1577	21.9
Electrical Engineering	14.1001	3.36	1400	21.2
Mechanical Engineering	14.1901	3.24	1542	21.4
Industrial Engineering	14.3501	3.25	1360	21.0

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2E-1)



**Table 2E-1 FAMU-FSU Joint College of Engineering Study RFP #2E-1**  
**Engineering New Graduate Student Credentials for Past Three Fall Semesters**

FSU Average for Past Three Fall Semesters	Degree	CIP	Overall College GPA	Average GRE2
<b>MASTERS</b>	Biomedical Engineering	14.0501	n/a	n/a
	Chemical Engineering	14.0701	3.23	307
	Civil Engineering	14.0801	3.33	303
	Electrical Engineering	14.1001	3.36	309
	Mechanical Engineering	14.1901	3.35	310
	industrial Engineering	14.3501	3.23	307
<b>DOCTORATE</b>	Biomedical Engineering	14.0501	3.55	320
	Chemical Engineering	14.0701	3.41	313
	Civil Engineering	14.0801	3.02	323
	Electrical Engineering	14.1001	3.45	310
	Mechanical Engineering	14.1901	3.50	314
	industrial Engineering	14.3501	3.44	318

Any GRE subscore was converted to GRE2 using <http://www.ets.org/gre/institutions/scores/interpret>

FAMU Fall 2011	Degree	CIP	Overall College GPA	Average GRE	Average GRE2
<b>MASTERS:</b>	Civil Engineering	14.0801	3.50	1064	n/a
	Electrical Engineering	14.1001	3.50	n/a	n/a
<b>DOCTORATES:</b>	Chemical Engineering	14.0701	2.67	n/a	n/a
FAMU Fall 2012	Degree	CIP	Overall College GPA	GRE	GRE2
<b>MASTERS:</b>	Civil Engineering	14.0801	3.38	863	303
	Computer Engineering	14.1901	3.00		301
	Industrial Engineering	14.3501	3.13	n/a	294
<b>DOCTORATES:</b>	Civil Engineering	14.0801	3.26	n/a	303
FAMU Fall 2013	Degree	CIP	Overall College GPA	GRE	GRE2
<b>MASTERS:</b>	Chemical Engineering	14.0701	3.65		318
	Electrical Engineering	14.1001	2.77		293
<b>DOCTORATES:</b>	Civil Engineering	14.0801	3.00	1104	n/a

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2E-1)

Table 2F

**FAMU-FSU Joint College of Engineering Study  
Faculty and Student Recruitment for the Joint College**

RFP #2F

**At the following recruiting events, FAMU and FSU recruit for the Joint College. The student decides where to attend.**

Student Recruiting Events for Past Ten Years
Army Corp of Engineering Career Day - Booth
Boys and Girls State
College of Engineering Graduate Programs Promotional YouTube Videos- One for each academic department (5) plus one overview video.
College of Engineering Graduate Weekend
College of Engineering Promotional Materials
College of Engineering Prospective Student Tours
College of Engineering Recruitment Day (Graduate) - Booth
Engineering Challenge - High School Design Competition - Host
Florida Undergraduate Research Conference
FSU Day at Tallahassee Community College
FSU Football Special Recruiting Requests
FSU Ice-Cream Social
FSU Major Exploration Event
FSU Previews
GEM Consortium - Membership
Graduate Virtual Recruitment Fairs: Latin American, ASIA, Southeast US.
High School Counselors - Introduction to Engineering Meetings
High School Summer Camp Programs
JETS/TEAMS Competitions-Host Site
NASA College Recruitment Fair at Kennedy Space Flight Center
NASA Lunabotics Competition College Fair
National Society of Black Engineers Conference-Booth
Society of Women Engineers (SWE) Conference-Booth
STEM Recruitment Fair in Orlando
Summer Bridge Program
Sunshine Stae Scholars Conference-Booth
Teen Girls Leadership and Development Conference in Tallahassee (Pretty, Powerful and Professional)

Faculty Recruitment Processes for Past Ten Years
Recruitment of 8 faculty positions for FAMU and 29 for FSU, including advertising in national publications, travel related expenses, and other associated, miscellaneous costs.
Start-up packages to include lab equipment, office space/renovation, graduate students, two years' summer salary, and other in-house technical /OPS support, computer equipment.

Source: FAMU and FSU Institutional Research, from R. Perry

Prepared by CBT Consultants , September 2014 (2F)

Table 2F

**FAMU-FSU Joint College of Engineering Study  
Faculty and Student Recruitment for the Joint College**

RFP #2F

**Student recruitment is done jointly by FAMU and FSU for the Joint College.**

**Student Recruitment Estimated Costs for Past Ten Years**

2012-2013	\$15,000.00
2011-2012	\$10,000.00
2010-2011	\$10,000.00
2009-2010	\$5,000.00
2008-2009	\$5,000.00
2007-2008	\$5,000.00
2006-2007	\$5,000.00
2005-2006	\$5,000.00
2004-2005	\$5,000.00
2003-2004	n/a

NOTE: Base budget is approximately \$5K per year for recruiting.

This is supplemented from other sources, including Carry Forward and Foundation Accounts.

**Faculty Recruitment Estimated Costs for Past Ten Years**

Academic Year	FAMU	FSU
2012-2013	\$111,000.00	\$1,266,000.00
2011-2012	\$14,000.00	\$844,000.00
2010-2011	\$14,000.00	\$0.00
2009-2010	\$0.00	\$0.00
2008-2009	\$333,000.00	\$633,000.00
2007-2008	\$111,000.00	\$1,477,000.00
2006-2007	\$222,000.00	\$844,000.00
2005-2006	\$0.00	\$422,000.00
2004-2005	\$0.00	\$422,000.00
2003-2004	\$0.00	\$211,000.00

Source: FAMU and FSU Institutional Research, from R. Perry

Prepared by CBT Consultants , September 2014 (2F)

Table 2G

**FAMU-FSU Joint College of Engineering Study**  
**Current Research by FAMU Faculty Within The Joint College**

RFP #2G

Current FAMU Research Projects	Funding Source	Project Begin	Project End	Principal Investigator	Department	Joint with FSU?
An Engineering Thermodynamic Aid for Viable Design and Control of Highly Dynamic Thermal Systems	Universal Technology Corporation	10/1/2013	8/21/2014	Juan Ordonez	Mechanical Engineering	Yes
Experimental Centric Based Engineering Curriculum for HBCU's	Howard University	9/15/2013	8/31/2014	Simon Foo	Electrical Engineering	Yes
MSIEP:Program of Excellence in STEM	U.S. Department of Education	10/1/2013	9/30/2014	Clayton Clark	Civil Engineering	No
Cooperative Systems: Task Allocation for Heterogenous Agent	U.S. Army Research Office	10/1/2009	9/30/2014	Emmanuel Collins	Mechanical Engineering	Yes
Functional Nanomaterial's Synthesis and Characterization	U.S. Army Medical & Materiel Command	2/1/2014	1/31/2015	Subramanian Ramakrishnan	Chemical Engineering	No
Research Initiation Award Grant: Colloidal Mixtures	National Science Foundation	9/1/2012	8/31/2015	Subramanian Ramakrishnan	Chemical Engineering	No
DOE Massie/NNSA Program	U.S. Department of Energy	10/1/2010	9/30/2015	Hsu-Pin Wang	Industrial Engineering	No
Simulation of Fluid-Structure Interaction for High-Reynolds-Number Compression Flow	U.S. Department of Defense-Army Research Office	5/1/2013	4/30/2016	Kunihiko Taira	Mechanical Engineering	Yes
A Novel Approach to Adaptive Flow Separation Control	U.S. Department of Defense-Army Research Office	5/1/2013	4/30/2016	Emmanuel Collins	Mechanical Engineering	Yes
Towards Ultra-Light Weight Hybrids, Foams and Green Bodies: Structure-Property Relationships in Novel Polymer Grafted Nanoparticles	U.S. Department of Defense-Army Research Office	5/1/2013	4/30/2016	Subramanian Ramakrishnan	Chemical Engineering	Yes
High Temperature Supersonic Jet Noise-Fundamental Studies and Control using Advanced Actuation Methods	U.S. Department of Defense-Army Research Office	5/1/2013	4/30/2016	Farrukh Alvi	Mechanical Engineering	Yes
Towards Ultra-Light Weight Hybrids, Foams and Green Bodies	National Aeronautics & Space Administration Shared Services Center	9/30/2013	8/14/2016	Subramanian Ramakrishnan	Chemical Engineering	No

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2G)

**Table 2G** **FAMU-FSU Joint College of Engineering Study** **RFP #2G**  
**Potential Research Opportunities by FAMU Faculty Within The Joint College**

Potential FAMU Research Projects	Potential Funding Source	Projected Begin	Projected End	Principal Investigator	Department	Joint with FSU?
HBCU Rise: Study of Engineered Systems & Perturbed Aquatic Environments	National Science Foundation	10/1/2013	3 years	Clayton Clark	Civil Engineering	No
System for Holistic Structural and Prognosis Management for Advanced Composite Materials of Advanced Composites Defense Structures	U. S. Department of Defense /Air Force Office of Scientific Research	6/13/2014	1 year	Tarik Dickens	Industrial Engineering	No
Analysis and Design of Speech Feature Extraction Algorithms	National Science Foundation	June, 2015	2 years	S. Walker	Electrical and Computer	No
Determination of Trip Generating Characteristics of Transit-Oriented Developments in Florida	Florida Department of Transportation	1-Oct-14	18 months	R. Moses	Civil Engineering	No
Geometric Characteristics Affecting Safety of Older Drivers on Florida Highways	U.S. Department of Transportation	1-Jan-15	12 months	R. Moses	Civil Engineering	Yes
Civil Engineering Support for Telemetered Traffic Monitoring Sites	Florida Department of Transportation	1-Jan-15	12 months	R. Moses	Civil Engineering	No
Wireless Communications in Transportation Laboratory	National Science Foundation	1-Jul-15	24 months	R. Moses	Civil Engineering	Yes
Recycled Concrete and MARGINAL Aggregates For internal Curing of Concrete	Florida Department of Transportation	April 2015	24 Months	K. Tawfiq	Civil Engineering	Yes
Synthesis of thinned wideband antenna arrays	U.S. Department of Defense	Jan-15	Three Years	R. Arora	Electrical and Computer	Yes
Electrical Engineering Research for Telemeterd Traffic Monitoring Systems	Florida Department of Transportation	Jan-15	15 months	B. Harvey	Electrical and Computer	No
Thin film metal oxides for water electrolysi	National Science Foundation			E. Kalu	Chemical Engineering	No
Electrolyte composition and ionic transport effects on Iron-ion/hydrogen-ion redox flow battery	Department of Energy and Army Research Lab			E. Kalu	Chemical Engineering	No
Heterogeneous Catalysis of biomass	U.S. Department of Agriculture			E. Kalu	Chemical Engineering	No

A Novel electrode architecture for Li-air battery	Department of Energy and Army Research Lab			E. Kalu	Chemical Engineering	No
Sustainable Energy Systems for Rural Agricultural and Farming Irrigation Systems and Fully Sustainable Off-Grid Houses	National Science Foundation	2015	5 years	P. Moss	Electrical and Computer	No
Modeling and Fabrication of High voltage layered and spinel cathode materials for lithium-ion batteries (Early Career)	National Science Foundation	2015	3 years	P. Moss	Electrical and Computer	No
Energy storage for direct solar Plants	National Science Foundation	2015	3 years	P. Moss	Electrical and Computer	Yes
Center for Sustainable Solutions in EnergyWaterFoodNexus	National Science Foundation	2016	5 years	M. Weatherspoon	Electrical and Computer	No
Advanced Batteries for Transportation and Renewable Energy Storage	National Science Foundation	2016	3 years	M. Weatherspoon	Electrical and Computer	Yes
Enhancement of the Pre-Engineering Program at the FAMU-FSU College of Engineering	US Department of Education	2016	3 years	R. Perry	Electrical and Computer	No

NOTE FROM FAMU: This table may be incomplete since some FAMU Engineering faculty do submit grant proposals through FSU which are not captured here.

**Table 2G** **FAMU-FSU Joint College of Engineering Study** **RFP #2G**  
**Current Research by FSU Faculty Within The Joint College**

Current FSU Research Projects	Project Funding	Funding Source	Project Begin	Project End	Principal Investigator	Department	Joint with FAMU?
Development Of Techniques To Quantify H2S Oxidation In L	\$ 115,352.25	Waste Management, Inc.	6/1/2012	12/31/2014	AbichouTarek	Civil and Environmental Engineering	No
Leachate Collection System Clogging in Florida: A Realit	\$ 34,103.00	University of Florida	9/1/2013	12/31/2014	AbichouTarek	Civil and Environmental Engineering	No
EH Branching Microstructure	\$ 424,196.14	Exxon Chemical Company	10/1/2006	1/20/2015	AlamoRufina	Chemical and Biomedical Engineering	No
Kinetic Control of Crystalline Order in Olefin-Based Pol	\$ 466,135.00	National Science Foundation	6/1/2011	5/31/2015	AlamoRufina	Chemical and Biomedical Engineering	No
The Florida Center for Advanced Aero-Propulsion	\$ 10,927,668.03	Florida Legislature	7/1/2008	12/31/2016	AlviFarrukh	Mechanical Engineering	No
Pire: Collaborations with Japan and France on Complex an	\$ 375,864.00	University of Florida	7/1/2010	6/30/2015	AlviFarrukh	Mechanical Engineering	No
MRI: Development of a Next Generation Polysonic Wind Tun	\$ 3,295,029.00	National Science Foundation	9/1/2010	8/31/2015	AlviFarrukh	Mechanical Engineering	No
Technical Oversight and Integration	\$ 618,891.00	Federal Aviation Administratio	8/18/2010	5/31/2015	AlviFarrukh	Mechanical Engineering	No
FAA Center of Excellence for Commercial Space	\$ 473,768.24	Space Florida	8/1/2011	8/31/2015	AlviFarrukh	Mechanical Engineering	No
Research & Education Program for HBCUs	\$ 30,987.00	Florida A&M University	5/1/2013	4/30/2016	AlviFarrukh	Mechanical Engineering	No
A Comprehensive Study of 3-D Shock/Turbulent Boundary La	\$ 539,993.00	Air Force Office of Scientific Research	7/15/2014	7/14/2019	AlviFarrukh	Mechanical Engineering	No
A Novel Method to Predict Circulation Noise Control	\$ 340,000.00	Office of Naval Research	4/1/2012	3/30/2015	CattafestaLouis	Mechanical Engineering	No
ONR Vortex 87790 - An Experimental Investigation Of Wing	\$ 155,671.00	University of Florida	9/1/2012	12/31/2014	CattafestaLouis	Mechanical Engineering	No
Aeroacoustic Measurements of a Leading Edge-Slat	\$ 84,970.00	National Aeronautics & Space A	9/15/2013	9/15/2014	CattafestaLouis	Mechanical Engineering	No
Aerated Recirculation and Pressurized Suspended Fiber Bi	\$ 46,780.00	University of Florida	9/1/2013	8/31/2014	ChenGang	Civil and Environmental Engineering	No
Utilizing Smart Materials For Miniature Multi-Modal Dyna	\$ 239,941.00	Central Intelligence Agency	8/16/2012	8/15/2015	ClarkJonathan	Mechanical Engineering	No

**Board of Governors Meeting - Board of Governors - Regular Meeting**

CAREER:Rotational Dynamics for Improved Legged Locomotio	\$ 402,804.00	National Science Foundation	10/1/2014	9/30/2019	ClarkJonathan	Mechanical Engineering	No
ROBO-OPS Project	\$ 1,000.00	University of Central Florida	12/1/2013	11/30/2014	ClarkJonathan	Mechanical Engineering	No
Momentum Based Motion Planning for Manipulators with Var	\$ 249,966.00	National Science Foundation	9/1/2011	8/31/2014	CollinsEmmanuel	Mechanical Engineering	No
Exploring Novel Sensor Phenomenology	\$ 528,115.00	General Dynamics	6/3/2013	4/15/2015	CollinsEmmanuel	Mechanical Engineering	No
NSF Engineering Research Center for Future Renewable Ele	\$ 3,204,581.00	North Carolina State Universit	9/1/2008	8/31/2014	EdringtonChris	Electrical and Computer Engineering	No
Integration of NonLinear Loads into the Next Generation	\$ 3,780,650.00	Office of Naval Research	8/6/2010	12/1/2014	EdringtonChris	Electrical and Computer Engineering	No
ESRDC Swampworks FY2013	\$ 2,023,642.00	Office of Naval Research	9/3/2013	12/3/2014	EdringtonChris	Electrical and Computer Engineering	No
A Lyapunov Function-Based Remedial Action Screening	\$ 300,000.00	Michigan State University	10/1/2012	9/30/2014	FaruqueMd Omar	Electrical and Computer Engineering	No
Foundations for Engineering Education for Distributed En	\$ 60,000.00	University of Central Florida	9/30/2013	9/30/2014	FaruqueMd Omar	Electrical and Computer Engineering	No
Integration Of Polyelectrolyte Contact Printing And Aryl	\$ 399,801.00	National Science Foundation	8/1/2013	7/31/2016	GuanJingjiao	Chemical and Biomedical Engineering	No
2014 Ee Support for the FDOT Statistics Office	\$ 75,000.00	Florida Department of Transportation	12/16/2013	3/31/2015	HarveyBruce	Electrical and Computer Engineering	Yes
Damage to ITS, Traffic Control and Roadway Lighting Equi	\$ 196,793.00	Florida Department of Transportation	4/30/2014	4/30/2016	HarveyBruce	Electrical and Computer Engineering	Yes
Understanding the Role of Grain Boundaries in Limiting t	\$ 270,457.00	National Science Foundation	7/1/2013	6/30/2017	HellstromEric	Mechanical Engineering	
Sea Level Rise	\$ 191,502.00	University of Central Florida	9/1/2010	8/31/2014	HuangWenrui	Civil and Environmental Engineering	Yes
CAREER: Offshore Wind Turbines Subjected to Hurricanes:	\$ 400,000.00	National Science Foundation	5/1/2013	4/30/2018	JungSungmoon	Civil and Environmental Engineering	Yes
Year 1 of 2 - Masters Degree Fellowship for Larissa Ferr	\$ 12,000.00	University of Central Florida	8/26/2013	8/25/2014	JungSungmoon	Civil and Environmental Engineering	Yes
Flowfield Characteristics of Axisymmetric and Non-Axixym	\$ 140,000.00	Northrop Grumman Corporation	10/1/2013	12/31/2014	KumarRajan	Mechanical Engineering	No
Wind Tunnel Balance Correction for Structural Motion Eff	\$ 30,035.00	M4 Engineering	4/17/2014	12/31/2014	KumarRajan	Mechanical Engineering	No



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Improving Power Quality and Safety Operation of Multiple	\$ 349,545.00	National Science Foundation	7/1/2010	9/30/2014	LiHui	Electrical and Computer Engineering	No
GOALI:1 Mhz GaN-Based, Modular,Cascaded Z-Source Inverte	\$ 196,138.00	National Science Foundation	10/1/2011	9/30/2015	LiHui	Electrical and Computer Engineering	No
BRIGE: Engineering a Biomatrix Library Derived from Indu	\$ 174,737.00	National Science Foundation	10/1/2013	9/30/2015	LiYan	Chemical and Biomedical Engineering	No
Center of Excellence in Advanced Materials	\$ 4,000,000.00	Florida Board of Governors	12/15/2006	11/13/2015	LiangZhiyong	Industrial and Manufacturing Engineering	No
Carbon Nanotube Buckypaper/Thermoplastic Composites: Syn	\$ 300,000.00	Office of Naval Research	11/22/2010	12/31/2014	LiangZhiyong	Industrial and Manufacturing Engineering	No
Macroscopic Crosslinked Neat Carbon Nanotube Materials a	\$ 1,070,000.00	Air Force Office of Scientific Research	7/1/2011	6/30/2015	LiangZhiyong	Industrial and Manufacturing Engineering	No
Heterogeneously Structured Conductive Resin Matrix/Graph	\$ 320,000.00	Kai, LLC	4/1/2013	3/31/2015	LiangZhiyong	Industrial and Manufacturing Engineering	No
Ultra-long Carbon Nanotubes Synthesis Study: Porous Cata	\$ 250,000.00	Office of Naval Research	11/29/2012	11/28/2015	LiangZhiyong	Industrial and Manufacturing Engineering	No
SNM: Roll-To-Roll Manufacturing of High Quality Bucky-Ta	\$ 1,465,059.00	National Science Foundation	10/1/2013	9/30/2017	LiangZhiyong	Industrial and Manufacturing Engineering	No
Reaction Processes In Organic Droplet Spray Plasma React	\$ 358,201.00	National Science Foundation	9/1/2012	8/31/2015	LockeBruce	Chemical and Biomedical Engineering	No
Green chemical route to the small scale production of	\$ 50,000.00	National Science Foundation	1/1/2014	8/31/2014	LockeBruce	Chemical and Biomedical Engineering	No
Development of Spinner Flask Bioreactor For Scalable Exp	\$ 100,000.00	Florida Department of Health	6/30/2013	9/30/2014	MaTeng	Chemical and Biomedical Engineering	No
Translation of Human Mesenchymal Stem Cell Therapy for S	\$ 200,000.00	Florida Department of Health	12/1/2013	11/30/2015	MaTeng	Chemical and Biomedical Engineering	No
The Sunshine State Solar Grid Initiative	\$ 1,998,134.00	U. S. Department of Energy	12/6/2011	2/28/2015	MeekerRichard	Chemical and Biomedical Engineering	No
Twenty-Four Hour Peaking Relationship to Level of Servic	\$ 150,000.00	Florida Department of Transportation	5/14/2013	12/31/2014	MosesRen	Civil and Environmental Engineering	Yes
Civil Engineering Support for the Traffic Monitoring Pro	\$ 75,000.01	Florida Department of Transportation	12/16/2013	3/31/2015	MosesRen	Civil and Environmental Engineering	Yes
CAREER: Materials Driven by Light: Nonlinear Photomechan	\$ 400,000.00	National Science Foundation	2/15/2011	1/31/2016	OatesWilliam	Mechanical Engineering	No

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Modeling and Experimental Characterization of Novel Phot	\$ 106,614.00	Air Force Office of Scientific Research	9/30/2013	9/29/2017	OatesWilliam	Mechanical Engineering	No
CDS&E/Collaborative Research: Uncertainty Quantificati	\$ 206,652.00	National Science Foundation	9/1/2013	8/31/2016	OatesWilliam	Mechanical Engineering	No
A01 3 High-Temperature Sapphire Pressure Sensors for Har	\$ 309,843.00	University of Florida	1/1/2014	12/31/2016	OatesWilliam	Mechanical Engineering	No
Simulation of Fluid-Structure Interaction for High-Reyno	\$ 18,633.00	Florida A&M University	5/1/2014	4/30/2015	OatesWilliam	Mechanical Engineering	No
Development of a Triboluminescence and Photocatalysis Ba	\$ 300,000.00	National Science Foundation	9/1/2010	8/31/2014	OkoliOkenwa	Industrial and Manufacturing Engineering	No
DREAM- Diversity in Research and Engineering of Advanced	\$ 355,588.00	Air Force Research Laboratory	6/9/2011	5/8/2015	OkoliOkenwa	Industrial and Manufacturing Engineering	No
REU Site: Research Experience for Undergraduates: Retain	\$ 360,000.00	National Science Foundation	5/1/2014	4/30/2017	OkoliOkenwa	Industrial and Manufacturing Engineering	No
I-Corps: Commercialization Feasibility of an In-situ Se	\$ 50,000.00	National Science Foundation	7/1/2014	12/31/2014	OkoliOkenwa	Industrial and Manufacturing Engineering	No
CAREER: Solid State NMR Characterization of Molecular St	\$ 319,460.00	National Science Foundation	1/15/2011	12/31/2015	ParavastuAnant	Chemical and Biomedical Engineering	No
Solid State NMR Structural Analysis of Oligomeric	\$ 348,294.00	National Institute on Aging	5/1/2014	4/30/2015	ParavastuAnant	Chemical and Biomedical Engineering	No
Dynamic, Data-Drive Modeling of Nanoparticle Self Assemb	\$ 197,885.00	Texas A&M University	3/15/2013	2/14/2015	ParkChiwoo	Industrial and Manufacturing Engineering	No
Understanding and Monitoring Nanoparticle Self-assembly	\$ 284,993.00	National Science Foundation	10/1/2013	9/30/2016	ParkChiwoo	Industrial and Manufacturing Engineering	No
Evaluation of Florida Asphalt Mixes for Crack Resistance	\$ 241,086.00	Florida Department of Transportation	1/14/2014	1/31/2016	PingWei-Chou	Civil and Environmental Engineering	No
Connecting Nanoscale Structure And Dynamics To Rheology	\$ 86,702.00	Johns Hopkins University	10/1/2013	9/30/2016	RamakrishnanSubramanian	Chemical and Biomedical Engineering	Yes
Precast Element Evaluation For The US 90 Bridges Over Li	\$ 230,000.00	Florida Department of Transportation	4/9/2013	10/31/2017	Rambo-RoddenberryMichelle	Civil and Environmental Engineering	No
U.S.-Brazil Partnership In Sustainable Energy and Aeron	\$ 235,451.00	U. S. Department of Education	8/1/2010	9/7/2015	ShihChiang	Mechanical Engineering	No

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Research Experiences for Undergraduate Site: Multi-Physi	\$ 380,980.00	National Science Foundation	8/1/2011	7/31/2015	ShihChiang	Mechanical Engineering	No
Mechanical Engineering Educational Programs, Senior Caps	\$ 275,000.00	Air Force Research Laboratory	9/10/2010	12/31/2014	ShihChiang	Mechanical Engineering	No
High Temperature Supersonic Jet Noise Fundamental Studie	\$ 43,951.00	Florida A&M University	5/1/2013	9/1/2014	ShihChiang	Mechanical Engineering	No
Cone and Friction Cone Penetrometer Applications to Arch	\$ 17,794.00	National Park Service	8/30/2013	8/30/2014	ShihChiang	Mechanical Engineering	No
Noise and Thermal Mitigation of Naval Systems	\$ 125,000.00	University of Michigan Ann Arbor	9/12/2013	9/12/2014	ShihChiang	Mechanical Engineering	No
High Temperature Supersonic Jet Noise Fundamental Studie	\$ 43,880.00	Florida A&M University	5/1/2014	4/30/2015	ShihChiang	Mechanical Engineering	No
Discovery and Crystal Growth of New Oxide Phases from Me	\$ 600,000.00	U. S. Department of Energy	9/1/2012	8/31/2015	SiegristTheo	Chemical and Biomedical Engineering	No
EAGER: X-ray Diffraction in High Magnetic Fields: A Proo	\$ 292,930.00	National Science Foundation	9/1/2012	8/31/2015	SiegristTheo	Chemical and Biomedical Engineering	No
Go Program: Jifeng Sun - Computation of Electronic Band	\$ 44,712.00	UT-Battelle LLC	7/14/2014	7/13/2015	SiegristTheo	Chemical and Biomedical Engineering	No
Center for Safe and Accessible Transportation for an Agi	\$ 2,816,300.00	U. S. Department of Transporta	10/30/2013	9/30/2017	SobanjoJohn	Civil and Environmental Engineering	No
Implementation of the 2013 AASHTO Bridge Manual for Brid	\$ 249,997.00	Florida Department of Transportation	1/13/2014	1/31/2016	SobanjoJohn	Civil and Environmental Engineering	No
Ground Tire Rubber (GTR) as a Component Material in Conc	\$ 52,144.23	Florida Department of Transportation	2/24/2014	12/30/2014	SobanjoJohn	Civil and Environmental Engineering	No
Tracs Support, Enhancement, And Training	\$ 400,000.00	Florida Department of Transportation	10/1/2013	9/30/2014	SpainhourLisa	Civil and Environmental Engineering	No
NREL PHIL Anti-Islanding Testing and Demonstration	\$ 203,761.00	Alliance for Sustainable Energy, LLC	4/29/2013	12/31/2014	SteurerMichael	Center for Advanced Power Systems	No
Three Dimensional Control Of High Speed Cavity Flows	\$ 188,039.00	University of Florida	3/1/2013	2/28/2015	TairaKunihiko	Mechanical Engineering	No
Understanding The Fundamental Roles of Momentum And Vort	\$ 238,789.00	Air Force Office of Scientific Research	5/15/2013	5/14/2016	TairaKunihiko	Mechanical Engineering	No
Turbulent Flow Modification with Thermoacoustic	\$ 115,459.00	U. S. Army Research Office	6/1/2014	5/31/2015	TairaKunihiko	Mechanical Engineering	No

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Network-Theoretic Modeling of Fluid Flow	\$ 49,954.00	U. S. Army Research Office	8/1/2014	4/30/2015	TairaKunihiko	Mechanical Engineering	No
Empirical Deck for Phased Construction and Widening	\$ 52,357.00	University of North Florida	5/1/2013	3/31/2015	TawfiqKamal	Civil and Environmental Engineering	Yes
Accelerated Slab Replacement Using Temporary Precast Pan	\$ 250,719.00	Florida Department of Transportation	5/28/2013	6/30/2015	TawfiqKamal	Civil and Environmental Engineering	Yes
Development of Automated Testing Tools for Traffic Contr	\$ 117,998.80	Florida Department of Transportation	1/2/2014	10/2/2014	TungLeonard	Electrical and Computer Engineering	No
Liquid Helium Fluid Dynamics Studies	\$ 3,224,000.00	U. S. Department of Energy	1/1/1996	3/31/2015	Van SciverSteven	Mechanical Engineering	No
GOALI:Engineering-Driven Modeling of Multi-Resolution	\$ 277,440.00	National Science Foundation	3/1/2014	8/31/2016	WangHui	Industrial and Manufacturing Engineering	No
Crashworthiness Evaluation of Paratransit Buses 2013-201	\$ 240,000.00	Florida Department of Transportation	8/16/2013	8/15/2014	WekezerJerzy	Civil and Environmental Engineering	No
Multifunctional Ceramic Nanocomposites Reinforced With A	\$ 150,490.00	Office of Naval Research	5/1/2014	4/30/2016	XuChengying	Mechanical Engineering	No
Don Fuqua Eminent Scholar Chair	\$ 296,396.00	FSU Foundation	7/1/2008	6/30/2015	YeboahYaw	Chemical and Biomedical Engineering	No
University Eminent Scholar Chair Fund	\$ 64,500.00	FSU Foundation	7/1/2012	6/30/2015	YeboahYaw	Chemical and Biomedical Engineering	No
Socket Optimized for Comfort with Advanced Technologies	\$ 4,429,177.00	U. S. Dept. of Veterans Affairs	9/28/2012	9/27/2014	ZengChangchun	Industrial and Manufacturing Engineering	No
Investigation of Pre-Lithiated Anodes for Li-Ion Batteri	\$ 300,000.00	Battelle Memorial Institute	7/1/2013	9/30/2014	ZhengJianping	Electrical and Computer Engineering	No
Development of High Energy Li Capacitors	\$ 46,996.00	FSU Foundation	10/1/2013	6/30/2016	ZhengJianping	Electrical and Computer Engineering	No
Development and Characterization of Li-ion Capacitor Ele	\$ 227,144.00	General Capacitor	1/1/2014	12/31/2015	ZhengJianping	Electrical and Computer Engineering	No
Investigation on the Effects of Porosity and Catalyst to	\$ 250,000.00	General Technical Services	6/2/2014	6/1/2015	ZhengJianping	Electrical and Computer Engineering	No

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2G)

## Potential Research Opportunities by FSU Faculty Within The Joint College

Potential FSU Research Projects*	Potential Funding Source	Projected Begin as stated or later	Projected End as stated or later	Principal Investigator	Department	Joint with FAMU?
Enhancing Airport Wayfinding for the Elderly and Persons	Transportation Research Board	6/1/2014	11/30/2015	AbdelRazig Yassir	Civil & Environmental Engineer	Yes
Transferring From Flares To Biofilters For Landfill Appl	Waste Management, Inc.	3/1/2013	5/10/2014	Abichou Tarek	Civil & Environmental Engineer	No
Kinetic Control of Crystalline Order in O-B Polymers	National Science Foundation	5/1/2014	12/31/2014	Alamo Rufina	Chemical & Biomed Engineering	No
Active, Passive and Hybrid Jet Noise Reduction Methods f	Office of Naval Research	9/1/2013	8/31/2016	Alvi Farrukh	Mechanical Engineering	No
Development of Noise Prediction Design Tools for Future	Cascade Technologies, Inc.	9/1/2013	8/31/2016	Alvi Farrukh	Mechanical Engineering	No
Mathematics and Science Partnership: Common Core in the	University of Central Florida	5/1/2013	6/30/2014	Alvi Farrukh	Mechanical Engineering	No
Design Optimization and Analysis of Advanced Exhaust Sys	Cascade Technologies, Inc.	7/1/2014	4/30/2015	Alvi Farrukh	Mechanical Engineering	No
LOI: NRT-DESE: Graduate Research Training for Modeling,	National Science Foundation	5/27/2014	5/26/2015	Alvi Farrukh	Mechanical Engineering	No
Active Control of Turbomachinery Using Microjet Acuator	Danfoss Turbocor Compressors, Inc.	9/1/2014	2/28/2015	Alvi Farrukh	Mechanical Engineering	No
Improved Fixed-Wing Aerodynamics via Unsteady Circulatio	Office of Naval Research	7/1/2013	6/30/2018	Cattafesta Louis	Mechanical Engineering	No
Flow Physics and Nonlinear Dynamics of Separated Flows S	Air Force Office of Scientific Research	1/1/2014	12/31/2017	Cattafesta Louis	Mechanical Engineering	No
Virtual Winglets for Reduced Vortex Wake Hazard, Noise,	National Aeronautics & Space A	10/1/2013	9/30/2015	Cattafesta Louis	Mechanical Engineering	No
Collaborative Research: NRT-DESE: Graduate Research Trai	National Science Foundation	9/1/2014	8/31/2019	Cattafesta Louis	Mechanical Engineering	No

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Assessment of Noise Reduction Concepts for Leading-Edge	National Aeronautics & Space A	9/15/2014	12/31/2015	Cattafesta Louis	Mechanical Engineering	No
Novel Engineered Nanomaterials For Detection Of Cardiac	American Heart Association	7/1/2013	6/30/2015	Chatterjee Jhunu	Industrial & Manufacturing Eng	No
Novel Natural Materials in energy Storage Applications &	EducationUSA	8/1/2014	7/31/2017	Chatterjee Jhunu	Industrial & Manufacturing Eng	No
Novel Engineered Nanohybridmaterials for Detection of Ca	American Heart Association	7/1/2014	6/30/2016	Chatterjee Jhunu	Industrial & Manufacturing Eng	No
Nanomaterial Based Biosensors For Molecular Disease Dete	G5 Engineering Solutions	4/1/2015	10/1/2015	Chatterjee Jhunu	Industrial & Manufacturing Eng	No
Mitigation Of Bacillus Anthracis Spore Spreading	U. S. Department of State	9/1/2013	8/31/2014	Chen Gang	Civil & Environmental Engineer	Yes
Recovery of Struvite from Wastewater Treatment Plants	Water Environmental Research Fdn	2/1/2014	1/31/2016	Chen Gang	Civil & Environmental Engineer	No
Advanced Oxidation, Recirculation and Pressurized Suspen	Environmental Research and Education Fdn	9/1/2014	8/31/2016	Chen Gang	Civil & Environmental Engineer	Yes
Watershed Level Evaluation of Nitrogen Applications in A	National Science Foundation	1/1/2015	12/31/2017	Chen Gang	Civil & Environmental Engineer	No
Robo-Ops Project	University of Central Florida	12/1/2013	6/30/2014	Clark Jonathan	Mechanical Engineering	No
An Integrated In-Situ Testing System for Multi-Scale Mea	Office of Naval Research	7/1/2014	6/30/2015	Collins Emmanuel	Ctr for Intel Sys; Ctrl; Rbts	No
The Intelligent Terrain Aware Navigation (ITAN) Software	R-DEX Systems	9/1/2014	2/28/2015	Collins Emmanuel	Ctr for Intel Sys; Ctrl; Rbts	No
ESRDC FY14-16	Office of Naval Research	1/1/2014	12/31/2016	Dale Steinar	Electrical & Computer Engineer	No
Distributed Decision-Making For Distributed Heterogeneous	University of Texas at Arlington	10/7/2013	12/31/2017	Edrington Chris	Electrical & Computer Engineer	No
DOE SBIR Phase II Caps Effort	Oscilla Power	6/1/2014	5/30/2016	Edrington Chris	Electrical & Computer Engineer	No
LOI: High-Resolution Magnetic Resonance Imaging in Solid	National Science Foundation	11/15/2013	11/14/2018	Fu Riqiang	Electrical & Computer Engineer	No

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Timed Human Mesenchymal Stem Cell Injections In Stroke E	American Heart Association	7/1/2013	6/30/2015	Grant Samuel	Chemical & Biomed Engineering	No
Ultrafast in Vivo Diffusion Imaging of Stroke at High Fi	National Institutes of Health	9/1/2013	8/31/2015	Grant Samuel	Chemical & Biomed Engineering	No
MRI Analysis of Culture Expanded Human Mesenchymal	National Institutes of Health	9/1/2013	8/31/2018	Grant Samuel	Chemical & Biomed Engineering	No
Direct Functional Imaging of Electrical Brain Stimulatio	Arizona State University	1/1/2014	8/31/2018	Grant Samuel	Chemical & Biomed Engineering	No
Timed Human Mesenchymal Stem Cell Therapy in Stroke Eval	American Heart Association	7/1/2014	6/30/2016	Grant Samuel	Chemical & Biomed Engineering	No
Relaxation Enhanced in Vivo Magnetic Resonance Spectrosc	National Institutes of Health	9/1/2014	8/31/2016	Grant Samuel	Chemical & Biomed Engineering	No
APPRAISE	Institute of Education Sciences	7/1/2014	6/30/2017	Grooms Jonathon	Mechanical Engineering	No
Construction of Large Periodic Array of Single DNA Molec	National Science Foundation	9/1/2013	8/31/2016	Guan Jingjiao	Chemical & Biomed Engineering	No
CAREER: Protein-based plate-shaped microparticles with	National Science Foundation	6/1/2014	5/31/2019	Guan Jingjiao	Chemical & Biomed Engineering	No
Removing Circulating Tumor Cells of Breast Cancer with I	U. S. Department of Defense	8/1/2014	7/31/2017	Guan Jingjiao	Chemical & Biomed Engineering	No
Removing Circulating Tumor Cells of Breast Cancer with I	National Institutes of Health	2/1/2015	1/31/2017	Guan Jingjiao	Chemical & Biomed Engineering	No
Visualization Study of Heat Transfer in Superfluid Helium	National Science Foundation	6/1/2014	5/31/2017	Guo Wei	Mechanical Engineering	No
Vortex Line Visualization in a Magnetically Levitated He	Oak Ridge Associated Universit	6/1/2014	5/31/2015	Guo Wei	Mechanical Engineering	No
Collaborative Research: Visualization of quantum turbule	National Science Foundation	7/1/2014	6/30/2017	Guo Wei	Mechanical Engineering	No
CAREER: Visualization Study Of Classical And Quantum Tur	National Science Foundation	5/1/2015	4/30/2020	Guo Wei	Mechanical Engineering	No

Studying Stress in Block Copolymer Electrolytes	American Chemical Society	5/1/2015	8/31/2017	Hallinan Daniel	Chemical & Biomed Engineering	No
Economizers as a Strategy for Increased Efficiency of Na	Associated Gas Distributors of Florida	5/1/2013	4/30/2014	Harrington Julie	Mechanical Engineering	No
Acquisition of EPMA	University of Florida	7/1/2013	6/30/2015	Hellstrom Eric	Mechanical Engineering	No
Economic Impact Assessment of Mitigation Actions on Roof	University of Florida	2/1/2014	1/31/2016	Jung Sungmoon	Civil & Environmental Engineer	Yes
Promoting Preventive Mitigations Of Buildings Against Hu	University of Florida	12/1/2014	8/31/2016	Jung Sungmoon	Civil & Environmental Engineer	Yes
Anti-Inflammatory Effects Of Conjugated Linoleic Acid	National Inst of Food & Agriculture	9/1/2013	8/31/2017	Kim Jeong-Su	Chemical & Biomed Engineering	No
Ultra High Temperature Composites, Aero-Thermal Modeling	Federal Aviation Administratio	6/1/2013	5/31/2014	Kumar Rajan	Mechanical Engineering	No
TASK NEW-ND10: Unsteady Aerodynamics & Aeroacoustics in	Federal Aviation Administratio	6/1/2013	5/31/2014	Kumar Rajan	Mechanical Engineering	No
Silent and Efficient Supersonic Bi-Directional Flying Wi	University of Miami	9/1/2013	8/31/2015	Kumar Rajan	Mechanical Engineering	No
Flowfield Characteristics of Axisymmetric and Non-Axixym	Northrop Grumman Corporation	9/23/2013	2/23/2014	Kumar Rajan	Mechanical Engineering	No
Modular Flexible Weapons Integration	Clear Science Corp.	5/1/2014	12/30/2014	Kumar Rajan	Mechanical Engineering	No
Development of an Efficient and Adaptive Jet Noise Reduc	Spectral Energies, LLC	5/1/2014	12/30/2014	Kumar Rajan	Mechanical Engineering	No
Innovative Propeller Multi-Point Multi-Disciplinary Opti	M4 Engineering	7/1/2014	6/30/2015	Kumar Rajan	Mechanical Engineering	No
Evaluation of Unsteady Loading on Store Trajectories	M4 Engineering	6/1/2014	5/31/2016	Kumar Rajan	Mechanical Engineering	No
Embedded Sensors for Flight Test (Every Aircraft a Test	Spectral Energies, LLC	7/1/2014	4/30/2015	Kumar Rajan	Mechanical Engineering	No



Highly-Resolved Wall-Shear-Stress Measurement in High Sp	Mainstream Engineering	7/1/2014	4/30/2015	Kumar Rajan	Mechanical Engineering	No
Active Combustion Control (ACC) of Augmentor Dynamics	M4 Engineering	7/1/2014	4/30/2015	Kumar Rajan	Mechanical Engineering	No
Low Noise high Efficiency Supersonic Bi-Directional Flyi	University of Miami	1/1/2015	12/31/2015	Kumar Rajan	Mechanical Engineering	No
Decellularized Microspheres From Induced Pluripotent Ste	Florida Department of Health	7/1/2013	6/30/2014	Li Yan	Chemical & Biomed Engineering	No
Dynamic Differentiation of hiPSC-Derived Dendritic Cells	Florida Department of Health	10/1/2013	9/30/2015	Li Yan	Chemical & Biomed Engineering	No
Regulation Of Metabolism and Differentiation of Human In	National Science Foundation	1/1/2014	12/31/2018	Li Yan	Chemical & Biomed Engineering	No
Construction of Induced Pluripotent Stem Cell-Derived Ca	American Heart Association	7/1/2014	6/30/2016	Li Yan	Chemical & Biomed Engineering	No
60kW DC_AC Inverter with Internal Isolation using GaN De	Princeton Power Systems	7/1/2014	3/31/2015	Li Hui	Electrical & Computer Engineer	No
Sic Based Pv Converter	North Carolina State Universit	7/1/2014	6/30/2019	Li Hui	Electrical & Computer Engineer	No
Biomechanical Regulation Of Cardiomyocyte Differentiatio	National Institutes of Health	1/1/2015	12/31/2016	Li Yan	Chemical & Biomed Engineering	No
NNMI: Digital Rapid Composites Manufacturing	University of Florida	1/1/2014	12/31/2019	Liang Zhiyong	Industrial & Manufacturing Eng	No
Continuous Buckypaper Sample Fabrication Demonstration	General Nano LLC	12/1/2013	4/30/2014	Liang Zhiyong	Industrial & Manufacturing Eng	No
Fuse-like Structural Health Monitoring (SHM) Sensor Usin	Acellent Technologies	6/1/2014	11/30/2014	Liang Zhiyong	Industrial & Manufacturing Eng	No
Nano-Enabled, Hybrid Ionic Conducting Polymer Membranes	ADA Technologies	7/1/2014	12/31/2014	Liu Tao	Industrial & Manufacturing Eng	No
Analysis of Hydrazine Formation in Plasma Reactors	Cella Energy US Inc	8/15/2013	9/15/2013	Locke Bruce	Chemical & Biomed Engineering	No

SBIR Phase I: Green Chemical Fertilization and Disinfect	Green Plasma Technologies	1/1/2015	6/20/2015	Locke Bruce	Chemical & Biomed Engineering	No
Scalable Expansion And Functional Enhancement Of Human M	American Heart Association	7/1/2013	6/30/2015	Ma Teng	Chemical & Biomed Engineering	No
Tissue Engineering Vascularized Bone	National Institutes of Health	4/1/2014	3/31/2016	Ma Teng	Chemical & Biomed Engineering	No
Spontaneously Site-Isolated Phosphorescent Emitters for	InnoSense LLC	2/18/2014	11/17/2014	Ma Biwu	Engineering Dean	No
Metabolic Heterogeneity of Human Mesenchymal Stem Cells	National Science Foundation	5/1/2014	4/30/2017	Ma Teng	Chemical & Biomed Engineering	No
Metabolic Preconditioning of Human Mesenchymal Stem Cell	American Heart Association	7/1/2014	6/30/2016	Ma Teng	Chemical & Biomed Engineering	No
Semiconducting Cylindrical Nanoobjects Based on Dendroni	American Chemical Society	9/1/2015	8/31/2017	Ma Biwu	Chemical & Biomed Engineering	No
Scalable Production of Mesenchymal Stem Cell Aggregates	RoosterBio	12/1/2014	5/30/2015	Ma Teng	Chemical & Biomed Engineering	No
Targeted Delivery Of Human Mesenchymal Stem Cell-Mediate	Florida Department of Health	2/1/2015	1/31/2018	Ma Teng	Chemical & Biomed Engineering	No
Novel Kinetic Descriptors for Diagnostically Correct Dif	National Institutes of Health	1/1/2014	12/31/2015	Meyer-Baese Anke	Electrical & Computer Engineer	No
Determination of Trip Generating Characteristics of TODs	Florida Department of Transportation	8/15/2014	2/15/2016	Moses Ren	Civil & Environmental Engineer	Yes
DMREF: Collaborative Research: Model Fusion And Uncertai	National Science Foundation	8/15/2013	8/14/2014	Oates William	Mechanical Engineering	No
High Temperature, Optical Sapphire Pressure for Hyperson	Federal Aviation Administratio	6/1/2013	5/31/2014	Oates William	Mechanical Engineering	No
REACT: Reactive Engineered Adaptive Composite Technologi	National Aeronautics & Space A	9/1/2013	8/31/2015	Oates William	Mechanical Engineering	No

NSF MRSEC: Nonlinear Thermomechanics of Shape Memory Pol	University of Rochester	7/1/2014	6/30/2019	Oates William	Mechanical Engineering	No
Nonlinear Thermomechanics Modeling Of Shape Memory Polyme	University of Rochester	1/1/2015	12/31/2018	Oates William	Mechanical Engineering	No
SSI: Collaborative Research: Adaptive Wavelet Simulation	National Science Foundation	1/1/2015	12/31/2017	Oates William	Mechanical Engineering	No
Radiation Sensitive Hybrid System for Challenging Enviro	U. S. Department of Defense	10/1/2013	9/30/2016	Okoli Okenwa	Industrial & Manufacturing Eng	No
Real-Time Detection and Monitoring of Cracks in Concrete	Transportation Research Board	10/1/2013	3/30/2015	Okoli Okenwa	Industrial & Manufacturing Eng	No
SBIR Phase I: Proof-of-Concept Investigation for the ITO	NANOTECHNOLOGY PATRONAS GROUP	1/2/2015	6/30/2015	Okoli Okenwa	Industrial & Manufacturing Eng	No
Manufacturing of Nanostructured Wrinkled Surfaces by Eng	Air Force Research Laboratory	9/1/2014	8/31/2015	Okoli Okenwa	Industrial & Manufacturing Eng	No
Influence of Streamwise Boundary Conditions on the Stabi	National Science Foundation	9/1/2013	8/31/2016	Ordonez Juan	Mechanical Engineering	No
Biomass, Biofuels, and Power Production from Microalgae	U. S. Department of Energy	10/1/2013	10/1/2018	Ordonez Juan	Mechanical Engineering	No
Collaborative Research: Feedback-Based Risk-Averse Asset	National Science Foundation	7/1/2014	6/30/2016	Ozguven Eren	Civil & Environmental Engineer	Yes
Mainstreaming Transportation Hazards and Security Risk M	Transportation Research Board	7/1/2014	8/1/2015	Ozguven Eren	Civil & Environmental Engineer	Yes
Solid State NMR Structural Analysis Of Oligomeric Alzhei	American Heart Association	7/1/2013	6/30/2015	Paravastu Anant	Chemical & Biomed Engineering	No
Structural Investigation Of Oligomeric Alzheimer's B-Amy	Alzheimer's Association	9/1/2013	8/31/2015	Paravastu Anant	Chemical & Biomed Engineering	No
CAREER: In-Situ Processing Of High Frame Rate Process Da	National Science Foundation	4/1/2015	3/31/2020	Park Chiwoo	Industrial & Manufacturing Eng	No

Next Generation Robotics for Next Generation Standards t	University of Central Florida	8/1/2014	7/31/2015	Personette Michelle	Challenger Learning Center	No
Solid State NMR Structural Analysis Of Oligomeric Alzhei	American Heart Association	7/1/2013	6/30/2015	Rosenberg Jens	Chemical & Biomed Engineering	No
FAMU-FSU College of Engineering, Integrated Research and	Air Force Research Laboratory	9/1/2014	8/31/2015	Shih Chiang	Mechanical Engineering	No
REU Site: Multi-Physics Of Active Systems And Structures	National Science Foundation	2/1/2015	1/31/2018	Shih Chiang	Mechanical Engineering	No
DMREF: Collaborative Research: Designing Topological Ins	National Science Foundation	9/1/2013	8/31/2017	Siegrist Theo	Chemical & Biomed Engineering	No
DMREF: Collaborative Research: Engineering Topological M	National Science Foundation	9/1/2014	8/31/2018	Siegrist Theo	Chemical & Biomed Engineering	No
Letter of Intent: University Transportation Centers Prog	U. S. Department of Transporta	8/1/2013	8/30/2018	Sobanjo John	Civil & Environmental Engineer	No
Center For Safe And Accessible Transportation For An Agi	U. S. Department of Transporta	5/1/2014	9/30/2017	Sobanjo John	Civil & Environmental Engineer	No
Electronic License and Vehicle Information System (E.L.V	Florida Department of Transportation	10/1/2014	9/30/2015	Spainhour Lisa	Civil & Environmental Engineer	No
Training Future Magnet Scientists from Quantum Nanomagne	National Science Foundation	7/1/2015	6/30/2020	Strouse Geoffrey	Mechanical Engineering	No
Towards The Multi-Physics Simulation Of Carbon Nanotube/	Oak Ridge Associated Universit	6/1/2013	5/31/2014	Taira Kunihiro	Mechanical Engineering	No
CAREER: Network-Theoretic Approach To Fluid Flow Analysi	National Science Foundation	1/1/2015	12/31/2019	Taira Kunihiro	Mechanical Engineering	No
Integrated Computational-Experimental-Theoretical Approa	National Science Foundation	8/1/2013	7/31/2016	Uzun Ali	Mechanical Engineering	No
Control Strategies Based on Optimally-Growing Disturbanc	National Science Foundation	7/1/2014	6/30/2017	Uzun Ali	Mechanical Engineering	No

**Board of Governors Meeting - Board of Governors - Regular Meeting**

Suschem: A Comprehensive Assessment of the Role of Cl At	National Science Foundation	9/1/2013	8/31/2015	Watts Michael	Civil & Environmental Engineer	No
Management of High Chloride Leachates with On-Site Rever	University of Florida	9/1/2013	8/31/2014	Watts Michael	Civil & Environmental Engineer	No
Improving EMS Personnel Safety in Ambulances	National Institutes of Health	9/1/2014	8/31/2017	Wekezer Jerzy	Civil & Environmental Engineer	No
Micro-Sensor Suite for Simultaneous Temperature and Pres	U. S. Department of Energy	9/1/2014	8/31/2017	Xu Chengying	Mechanical Engineering	No
Solid-State Fabrication of Graphene Nanoribbons for Flex	National Science Foundation	8/1/2013	7/31/2016	Zhang Mei	Industrial & Manufacturing Eng	No
Carbon Nanotubes Based Lightweight Electric Wires and Ca	San Diego Composites Inc	6/1/2014	11/30/2014	Zhang Mei	Industrial & Manufacturing Eng	No
Laser Processing Technology For PAN Fiber Carbonization	U. S. Department of Energy	9/1/2014	8/31/2016	Zhang Mei	Industrial & Manufacturing Eng	No
Center for Nanoscale Materials for Capacitive Electrical	University of South Florida	7/1/2014	6/30/2019	Zheng Jianping	Electrical & Computer Engineer	No
Self-Inhibiting, Gradient Sulfur Cathodes for Lithium-Su	North Carolina State Universit	10/1/2014	9/30/2017	Zheng Jianping	Electrical & Computer Engineer	No
Flexible Li-Ion Conducting Membranes for Li-Air Batterie	Luna Innovations Incorporated	10/1/2014	3/31/2015	Zheng Jianping	Electrical & Computer Engineer	No

NOTE FROM FSU: \*Potential projects represent proposals previously submited but not yet funded. They could be funded as originally submitted or may be re-submitted to same or different sponsor.

Table 2H

**FAMU-FSU Joint College of Engineering Study  
Research Revenue and Expenditures, 2004-2014**

RFP #2H

Fiscal Year	FEDERAL RESEARCH							
	Nbr Proposals		Nbr Awards		Amount of Award		Amount of Expenditures	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY14	12	127	9	63	\$ 1,818,083	\$ 13,158,930	\$ 1,799,707	\$ 9,826,073
FY13	19	124	8	54	\$ 2,360,981	\$ 13,174,055	\$ 1,530,808	\$ 10,740,462
FY12	14	131	4	43	\$ 400,539	\$ 6,373,573	\$ 1,881,869	\$ 11,583,522
FY11	14	120	8	55	\$ 2,924,334	\$ 14,098,874	\$ 1,828,388	\$ 10,993,455
FY10	18	119	10	37	\$ 1,038,981	\$ 13,532,455	\$ 2,517,656	\$ 10,589,575
FY09	15	101	8	41	\$ 1,207,993	\$ 9,744,850	\$ 2,988,668	\$ 7,791,691
FY08	12	89	6	35	\$ 1,758,539	\$ 8,216,225	\$ 2,872,026	\$ 8,165,654
FY07	15	65	5	43	\$ 1,105,714	\$ 6,849,495	\$ 4,136,700	\$ 8,310,360
FY06	17	35	6	33	\$ 1,385,648	\$ 7,039,208	\$ 4,851,715	\$ 7,140,823
FY05	20	35	8	41	\$ 1,957,117	\$ 6,843,572	\$ 4,144,894	\$ 5,588,750
FY04	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>TOTAL</b>	<b>170</b>	<b>946</b>	<b>72</b>	<b>445</b>	<b>\$ 15,957,929</b>	<b>\$ 99,031,237</b>	<b>\$ 28,552,431</b>	<b>\$ 90,730,365</b>

Fiscal Year	STATE RESEARCH							
	Nbr Proposals		Nbr Awards		Amount of Award		Amount of Expenditures	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY14	0	10	0	8	\$ -	\$ 614,717	\$ 2,137	\$ 1,258,647
FY13	2	9	0	8	\$ -	\$ 850,842	\$ -	\$ 1,715,027
FY12	1	9	0	9	\$ -	\$ 1,053,569	\$ 812	\$ 2,214,269
FY11	3	11	0	12	\$ -	\$ 1,381,917	\$ -	\$ 4,243,428
FY10	0	23	0	18	\$ -	\$ 1,085,825	\$ 45,038	\$ 5,256,061
FY09	0	15	1	13	\$ 96,682	\$ 7,345,916	\$ -	\$ 3,696,493
FY08	0	8	6	8	\$ 516,506	\$ 11,423,020	\$ 51,836	\$ 1,358,578
FY07	1	13	1	11	\$ 40,169	\$ 4,918,171	\$ 80,475	\$ 742,608
FY06	6	13	1	9	\$ 4,500	\$ 1,137,560	\$ 281,677	\$ 836,563
FY05	3	11	8	7	\$ 618,913	\$ 700,642	\$ 109,832	\$ 429,714
FY04	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>TOTAL</b>	<b>21</b>	<b>122</b>	<b>17</b>	<b>103</b>	<b>\$ 1,276,770</b>	<b>\$ 30,512,179</b>	<b>\$ 571,807</b>	<b>\$ 21,751,387</b>

Fiscal Year	OTHER RESEARCH							
	Nbr Proposals		Nbr Awards		Amount of Award		Amount of Expenditures	
	FAMU	FSU	FAMU	FSU	FAMU	FSU	FAMU	FSU
FY14	4	18	4	8	\$ 308,292	\$ 661,050	\$ 344,558	\$ 527,205
FY13	5	23	3	11	\$ 222,195	\$ 755,207	\$ 342,574	\$ 677,128
FY12	3	14	3	14	\$ 305,179	\$ 774,741	\$ 429,382	\$ 821,454
FY11	5	13	9	13	\$ 1,172,668	\$ 1,282,559	\$ 257,266	\$ 969,342
FY10	3	11	3	13	\$ 195,711	\$ 721,696	\$ 458,788	\$ 546,817
FY09	5	17	4	10	\$ 436,197	\$ 348,063	\$ 397,733	\$ 621,270
FY08	5	11	8	16	\$ 521,804	\$ 1,127,543	\$ 288,641	\$ 414,347
FY07	3	20	2	15	\$ 187,890	\$ 422,310	\$ 152,145	\$ 524,114
FY06	3	14	5	12	\$ 266,678	\$ 368,405	\$ 279,245	\$ 405,947
FY05	14	15	12	16	\$ 697,978	\$ 1,516,144	\$ 286,076	\$ 158,819
FY04	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>TOTAL</b>	<b>59</b>	<b>156</b>	<b>53</b>	<b>128</b>	<b>\$ 4,314,592</b>	<b>\$ 7,977,717</b>	<b>\$ 3,236,409</b>	<b>\$ 5,666,443</b>

Source: FAMU and FSU Institutional Research

Prepared by CBT Consultants, September 2014 (2H)

Table 2I-1

**FAMU-FSU Joint College of Engineering Study  
Graduation Rates for Peer Institutions**

RFP #2I.1

**Four-Year Graduation Rates for 2009-10 First-Time  
Juniors Majoring in Engineering (CIP 14.xxxx)  
Including 14.9999**

Institution	Nbr Graduated	Nbr in Cohort	Graduation Rate
FAMU	44	80	55%
FAU	139	256	54%
FGCU	41	56	73%
FIU	312	605	52%
FSU	258	361	71%
UCF	600	903	66%
UF	962	1168	82%
UNF	117	154	76%
USF	384	578	66%
UWF	37	78	47%
<b>TOTAL</b>	<b>2894</b>	<b>4239</b>	<b>68%</b>

**Four-Year Graduation Rates for 2009-10 First-Time  
Juniors Majoring in Engineering (CIP 14.xxxx)  
Excluding 14.9999**

Institution	Nbr Graduated	Nbr in Cohort	Graduation Rate
FAMU	44	80	55%
FAU	139	256	54%
FGCU	41	56	73%
FIU	312	605	52%
FSU	170	208	82%
UCF	593	883	67%
UF	962	1168	82%
UNF	117	154	76%
USF	384	578	66%
UWF	37	78	47%
<b>TOTAL</b>	<b>2799</b>	<b>4066</b>	<b>69%</b>

**METHODOLOGY NOTES**

The data for this analysis come from the State University Database System (SUDS) and comprise data elements from student instruction files (SIFs) for summer and fall terms 2009 and spring term 2010 and student instruction files—degrees (SIFD) for each term thereafter to fall 2013. Declared major is determined according to the CIP code (as reported in CIP\_STUDENT)—enrolled for the student's first term as a junior. Junior status is as reported by the university.

All student admit types are included in this analysis. Students are placed into the 2009-10 academic year cohort based on the first term they are enrolled as a Junior. The declared major (CIP code) for this initial term is used for the purposes of this table. The degree awarded date on the degrees awarded table is used to determine if the student did or did not graduate within the four-year time period. Degrees earned in the summer are included as a success for the prior year for fall 2009 juniors. In order to ensure equality of opportunity, students who earned junior status for the first time in the spring of 2010 were given until the fall of 2013 to earn a degree within our four-year time frame.

**Table 2I-2** **FAMU-FSU Joint College of Engineering Study**  
**Graduation Rates 2004-2013 for Programs in the Joint College**

RFP #2I.2

**CHEMICAL ENGINEERING (14.0701)**

CHEMICAL 14.0701	Nbr of First- Time Juniors	Graduated in 4 Years in SAME CIP		Graduated in 4 Years but in OTHER 14.xxxx CIP		Graduated in 4 Years, but NOT in 14.xxxx CIP		Did Not Graduate		Graduated but not in 4 Years	
		Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate
FALL 1999											
FAMU	11	6	55%	2	18%	0	0%	2	18%	1	9%
FSU	35	16	46%	5	14%	4	11%	8	23%	2	6%
FALL 2000											
FAMU	6	3	50%	1	17%	1	17%	0	0%	1	17%
FSU	31	14	45%	1	3%	6	19%	9	29%	1	3%
FALL 2001											
FAMU	11	7	64%	1	9%	1	9%	1	9%	1	9%
FSU	34	23	68%	1	3%	3	9%	7	21%	0	0%
FALL 2002											
FAMU	3	1	33%	0	0%	0	0%	2	67%	0	0%
FSU	25	14	56%	1	4%	3	12%	4	16%	3	12%
FALL 2003											
FAMU	4	2	50%	0	0%	0	0%	2	50%	0	0%
FSU	37	16	43%	2	5%	6	16%	12	32%	1	3%
FALL 2004											
FAMU	2	0	0%	0	0%	1	50%	1	50%	0	0%
FSU	38	14	37%	3	8%	7	18%	13	34%	1	3%
FALL 2005											
FAMU	4	2	50%	0	0%	1	25%	1	25%	0	0%
FSU	24	15	63%	1	4%	4	17%	4	17%	0	0%
FALL 2006											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	34	25	74%	1	3%	4	12%	3	9%	1	3%
FALL 2007											
FAMU	2	0	0%	0	0%	0	0%	1	50%	1	50%
FSU	32	21	66%	1	3%	2	6%	7	22%	1	3%
FALL 2008											
FAMU	1	0	0%	0	0%	0	0%	1	100%	0	0%
FSU	31	23	74%	1	3%	4	13%	3	10%	0	0%
FALL 2009											
FAMU	1	1	100%	0	0%	0	0%	0	0%	0	0%
FSU	36	21	58%	2	6%	9	25%	4	11%	0	0%
TOTAL											
FAMU	45	22	49%	4	9%	4	9%	11	24%	4	9%
FSU	357	202	57%	19	5%	52	15%	74	21%	10	3%

Source: FAMU and FSU Institutional Research Directors

Prepared by CBT Consultants, September 2014 (2I)



**Table 2I-2** **FAMU-FSU Joint College of Engineering Study** **RFP #21.2**  
**Graduation Rates 2004-2013 for Programs in the Joint College**

**CIVIL ENGINEERING (14.0801)**

CIVIL 14.0801	NDR OF First- Time	Graduated in 4 Years in SAME CIP		Graduated in 4 Years but in OTHER 14.xxxx CIP		Graduated in 4 Years, but NOT in 14.xxxx CIP				Graduated but not in 4 Years	
	Juniors	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate
FALL 1999											
FAMU	6	3	50%	0	0%	0	0%	2	33%	1	17%
FSU	51	33	65%	0	0%	3	6%	14	27%	1	2%
FALL 2000											
FAMU	12	5	42%	0	0%	5	42%	1	8%	1	8%
FSU	44	23	52%	0	0%	8	18%	8	18%	5	11%
FALL 2001											
FAMU	4	0	0%	0	0%	2	50%	2	50%	0	0%
FSU	74	48	65%	1	1%	4	5%	17	23%	4	5%
FALL 2002											
FAMU	8	4	50%	0	0%	2	25%	1	13%	1	13%
FSU	52	41	79%	1	2%	2	4%	6	12%	2	4%
FALL 2003											
FAMU	9	2	22%	1	11%	2	22%	4	44%	0	0%
FSU	84	60	71%	2	2%	5	6%	11	13%	6	7%
FALL 2004											
FAMU	7	1	14%	0	0%	1	14%	5	71%	0	0%
FSU	88	71	81%	1	1%	4	5%	9	10%	3	3%
FALL 2005											
FAMU	5	0	0%	3	60%	1	20%	0	0%	1	20%
FSU	73	61	84%	0	0%	4	5%	3	4%	5	7%
FALL 2006											
FAMU	14	2	14%	5	36%	4	29%	2	14%	1	7%
FSU	72	64	89%	0	0%	0	0%	8	11%	0	0%
FALL 2007											
FAMU	13	3	23%	2	15%	5	38%	1	8%	2	15%
FSU	78	74	95%	0	0%	3	4%	1	1%	0	0%
FALL 2008											
FAMU	15	1	7%	1	7%	3	20%	8	53%	2	13%
FSU	92	83	90%	0	0%	2	2%	6	7%	1	1%
FALL 2009											
FAMU	19	5	26%	0	0%	7	37%	6	32%	1	5%
FSU	102	77	75%	3	3%	4	4%	18	18%	0	0%
TOTAL											
FAMU	112	26	23%	12	11%	32	29%	32	29%	10	9%
FSU	810	635	78%	8	1%	39	5%	101	12%	27	3%

Source: FAMU and FSU Institutional Research Directors

Prepared by CBT Consultants, September 2014 (21)

**Table 2I-2** **FAMU-FSU Joint College of Engineering Study** **RFP #21.2**  
**Graduation Rates 2004-2013 for Programs in the Joint College**

**COMPUTER ENGINEERING (14.0901)**

COMPUTER 14.0901	Nbr of First-Time Juniors	Graduated in 4 Years in SAME CIP		Graduated in 4 Years but in OTHER 14.xxxx CIP		Graduated in 4 Years, but NOT in 14.xxxx CIP		Did Not Graduate		Graduated but not in 4 Years	
		Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate
FALL 1999											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FALL 2000											
FAMU	2	0	0%	2	100%	0	0%	0	0%	0	0%
FSU	3	1	33%	1	33%	0	0%	1	33%	0	0%
FALL 2001											
FAMU	4	0	0%	1	25%	0	0%	1	25%	2	50%
FSU	18	4	22%	2	11%	4	22%	6	33%	2	11%
FALL 2002											
FAMU	8	4	50%	2	25%	2	25%	0	0%	0	0%
FSU	21	3	14%	6	29%	3	14%	6	29%	3	14%
FALL 2003											
FAMU	10	5	50%	2	20%	1	10%	2	20%	0	0%
FSU	26	4	15%	13	50%	4	15%	5	19%	0	0%
FALL 2004											
FAMU	7	4	57%	1	14%	0	0%	1	14%	1	14%
FSU	21	7	33%	6	29%	3	14%	5	24%	0	0%
FALL 2005											
FAMU	2	2	100%	0	0%	0	0%	0	0%	0	0%
FSU	16	7	44%	4	25%	2	13%	2	13%	1	6%
FALL 2006											
FAMU	1	0	0%	0	0%	0	0%	1	100%	0	0%
FSU	16	6	38%	4	25%	1	6%	3	19%	2	13%
FALL 2007											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	9	7	78%	0	0%	0	0%	2	22%	0	0%
FALL 2008											
FAMU	1	1	100%	0	0%	0	0%	0	0%	0	0%
FSU	8	3	38%	0	0%	1	13%	3	38%	1	13%
FALL 2009											
FAMU	4	0	0%	0	0%	1	25%	1	25%	2	50%
FSU	20	10	50%	2	10%	1	5%	7	35%	0	0%
TOTAL											
FAMU	39	16	41%	8	21%	4	10%	6	15%	5	13%
FSU	158	52	33%	38	24%	19	12%	40	25%	9	6%

Source: FAMU and FSU Institutional Research Directors

Prepared by CBT Consultants, September 2014 (21)

**Table 2I-2** FAMU-FSU Joint College of Engineering Study RFP #2I.2  
**Graduation Rates 2004-2013 for Programs in the Joint College**

ELECTRICAL ENGINEERING (14.1001)											
ELECTRICAL 14.1001	Nbr of First- Time Juniors	Graduated in 4 Years in SAME CIP		Graduated in 4 Years but in OTHER 14.xxxx CIP		Graduated in 4 Years, but NOT in 14.xxxx CIP		Did Not Graduate		Graduated but not in 4 Years	
		Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate
FALL 1999											
FAMU	23	11	48%	1	4%	2	9%	7	30%	2	9%
FSU	50	27	54%	1	2%	5	10%	13	26%	4	8%
FALL 2000											
FAMU	23	13	57%	2	9%	1	4%	7	30%	0	0%
FSU	70	38	54%	2	3%	4	6%	19	27%	7	10%
FALL 2001											
FAMU	14	4	29%	4	29%	0	0%	5	36%	1	7%
FSU	69	40	58%	3	4%	7	10%	11	16%	8	12%
FALL 2002											
FAMU	13	7	54%	0	0%	1	8%	4	31%	1	8%
FSU	28	19	68%	1	4%	1	4%	6	21%	1	4%
FALL 2003											
FAMU	15	9	60%	0	0%	2	13%	2	13%	2	13%
FSU	39	26	67%	3	8%	2	5%	6	15%	2	5%
FALL 2004											
FAMU	6	3	50%	0	0%	1	17%	2	33%	0	0%
FSU	44	29	66%	2	5%	3	7%	8	18%	2	5%
FALL 2005											
FAMU	6	2	33%	0	0%	0	0%	3	50%	1	17%
FSU	33	23	70%	0	0%	3	9%	7	21%	0	0%
FALL 2006											
FAMU	4	1	25%	0	0%	0	0%	2	50%	1	25%
FSU	41	28	68%	2	5%	4	10%	5	12%	2	5%
FALL 2007											
FAMU	6	5	83%	0	0%	0	0%	1	17%	0	0%
FSU	20	16	80%	0	0%	1	5%	2	10%	1	5%
FALL 2008											
FAMU	2	1	50%	0	0%	0	0%	1	50%	0	0%
FSU	24	17	71%	2	8%	1	4%	4	17%	0	0%
FALL 2009											
FAMU	4	3	75%	0	0%	0	0%	1	25%	0	0%
FSU	42	22	52%	2	5%	4	10%	14	33%	0	0%
TOTAL											
FAMU	116	59	51%	7	6%	7	6%	35	30%	8	7%
FSU	460	285	62%	18	4%	35	8%	95	21%	27	6%

Source: FAMU and FSU Institutional Research Directors

Prepared by CBT Consultants, September 2014 (2I)

**Table 2I-2** FAMU-FSU Joint College of Engineering Study RFP #21.2  
**Graduation Rates 2004-2013 for Programs in the Joint College**

**MECHANICAL ENGINEERING (14.1901)**

MECHANICAL L 14.1901	Nbr of First- Time Juniors	Graduated in 4 Years in SAME CIP		Graduated in 4 Years but in OTHER 14.xxxx CIP		Graduated in 4 Years, but NOT in 14.xxxx CIP		Did Not Graduate		Graduated but not in 4 Years	
		Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate
FALL 1999											
FAMU	14	5	36%	0	0%	0	0%	7	50%	2	14%
FSU	37	26	70%	2	5%	1	3%	6	16%	2	5%
FALL 2000											
FAMU	16	11	69%	1	6%	2	13%	2	13%	0	0%
FSU	34	21	62%	2	6%	6	18%	3	9%	2	6%
FALL 2001											
FAMU	3	2	67%	1	33%	0	0%	0	0%	0	0%
FSU	68	43	63%	1	1%	6	9%	12	18%	6	9%
FALL 2002											
FAMU	8	3	38%	0	0%	0	0%	3	38%	2	25%
FSU	45	34	76%	1	2%	1	2%	6	13%	3	7%
FALL 2003											
FAMU	4	2	50%	1	25%	1	25%	0	0%	0	0%
FSU	55	42	76%	3	5%	3	5%	6	11%	1	2%
FALL 2004											
FAMU	6	4	67%	0	0%	0	0%	2	33%	0	0%
FSU	56	39	70%	1	2%	4	7%	9	16%	3	5%
FALL 2005											
FAMU	7	3	43%	0	0%	0	0%	2	29%	2	29%
FSU	67	59	88%	0	0%	1	1%	6	9%	1	1%
FALL 2006											
FAMU	5	3	60%	0	0%	1	20%	1	20%	0	0%
FSU	61	51	84%	1	2%	1	2%	6	10%	2	3%
FALL 2007											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	61	52	85%	1	2%	2	3%	5	8%	1	2%
FALL 2008											
FAMU	1	0	0%	0	0%	0	0%	1	100%	0	0%
FSU	72	55	76%	0	0%	7	10%	9	13%	1	1%
FALL 2009											
FAMU	2	1	50%	0	0%	0	0%	1	50%	0	0%
FSU	76	58	76%	1	1%	6	8%	11	14%	0	0%
TOTAL											
FAMU	66	34	52%	3	5%	4	6%	19	29%	6	9%
FSU	632	480	76%	13	2%	38	6%	79	13%	22	3%

Source: FAMU and FSU Institutional Research Directors

Prepared by CBT Consultants, September 2014 (2I)

**Table 2I-2** FAMU-FSU Joint College of Engineering Study RFP #21.2  
**Graduation Rates 2004-2013 for Programs in the Joint College**

INDUSTRIAL ENGINEERING (14.3501)											
INDUSTRIAL 14.3501	Nbr of First- Time Juniors	Graduated in 4 Years in SAME CIP		Graduated in 4 Years but in OTHER 14.xxxx CIP		Graduated in 4 Years, but NOT in 14.xxxx CIP		Did Not Graduate		Graduated but not in 4 Years	
		Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate
FALL 1999											
FAMU	4	3	75%	0	0%	0	0%	0	0%	1	25%
FSU	15	12	80%	1	7%	1	7%	1	7%	0	0%
FALL 2000											
FAMU	5	4	80%	0	0%	0	0%	1	20%	0	0%
FSU	8	6	75%	0	0%	2	25%	0	0%	0	0%
FALL 2001											
FAMU	4	2	50%	1	25%	0	0%	1	25%	0	0%
FSU	22	18	82%	1	5%	2	9%	1	5%	0	0%
FALL 2002											
FAMU	7	7	100%	0	0%	0	0%	0	0%	0	0%
FSU	18	14	78%	1	6%	0	0%	3	17%	0	0%
FALL 2003											
FAMU	10	8	80%	0	0%	0	0%	1	10%	1	10%
FSU	30	20	67%	1	3%	0	0%	6	20%	3	10%
FALL 2004											
FAMU	3	2	67%	0	0%	1	33%	0	0%	0	0%
FSU	22	19	86%	0	0%	0	0%	2	9%	1	5%
FALL 2005											
FAMU	1	0	0%	0	0%	1	100%	0	0%	0	0%
FSU	18	15	83%	0	0%	1	6%	2	11%	0	0%
FALL 2006											
FAMU	6	3	50%	1	17%	0	0%	2	33%	0	0%
FSU	13	10	77%	0	0%	0	0%	3	23%	0	0%
FALL 2007											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	9	8	89%	0	0%	0	0%	1	11%	0	0%
FALL 2008											
FAMU	1	1	100%	0	0%	0	0%	0	0%	0	0%
FSU	18	14	78%	0	0%	0	0%	4	22%	0	0%
FALL 2009											
FAMU	2	2	100%	0	0%	0	0%	0	0%	0	0%
FSU	21	17	81%	0	0%	0	0%	4	19%	0	0%
TOTAL											
FAMU	43	32	74%	2	5%	2	5%	5	12%	2	5%
FSU	194	153	79%	4	2%	6	3%	27	14%	4	2%

Source: FAMU and FSU Institutional Research Directors

Prepared by CBT Consultants, September 2014 (2I)

**Table 2I-2** FAMU-FSU Joint College of Engineering Study **RFP #21.2**  
**Graduation Rates 2004-2013 for Programs in the Joint College**

**OTHER ENGINEERING (14.9999): FSU students in General Classification prior to entering an Engineering major**

OTHER 14.9999	Nbr of First- Time Juniors	Graduated in 4 Years in SAME CIP		Graduated in 4 Years but in OTHER 14.xxxx CIP		Graduated in 4 Years, but NOT in 14.xxxx CIP		Did Not Graduate		Graduated but not in 4 Years	
		Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate	Nbr	Rate
FALL 1999											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	19	0	0%	2	11%	8	42%	7	37%	2	11%
FALL 2000											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	28	0	0%	7	25%	8	29%	10	36%	3	11%
FALL 2001											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	18	0	0%	3	17%	10	56%	3	17%	2	11%
FALL 2002											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	34	0	0%	9	26%	9	26%	11	32%	5	15%
FALL 2003											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	71	0	0%	19	27%	16	23%	33	46%	3	4%
FALL 2004											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	71	0	0%	17	24%	11	15%	32	45%	11	15%
FALL 2005											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	84	0	0%	27	32%	20	24%	29	35%	8	10%
FALL 2006											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	98	0	0%	23	23%	37	38%	26	27%	12	12%
FALL 2007											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	83	0	0%	19	23%	20	24%	36	43%	8	10%
FALL 2008											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	107	0	0%	24	22%	27	25%	51	48%	5	5%
FALL 2009											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	105	0	0%	33	31%	23	22%	49	47%	0	0%
TOTAL											
FAMU	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
FSU	718	0	0%	183	25%	189	26%	287	40%	59	8%

Source: FAMU and FSU Institutional Research Directors

Prepared by CBT Consultants, September 2014 (21)

Table 2I-3

**FAMU-FSU Joint College of Engineering Study**  
**Median Time-to-Degree for Baccalaureates with Degrees in Engineering**

RFP #2I.3

MONTHS TO DEGREE: FIRST TIME IN COLLEGE ONLY									
UNIV	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAMU	57	57	57	67	60	61	59	59	57
N	53	38	42	38	35	26	24	26	23
FAU	57	58	60	57	58	57	64	57	64
N	47	44	48	51	64	54	42	58	83
FGCU					45	52	57	57	57
N					12	13	16	24	30
FIU	63	60	63	64	63	64	62	69	67
N	85	83	132	107	125	111	150	104	125
FSU	57	57	57	57	57	57	57	57	57
N	113	126	124	144	146	139	135	173	129
UCF	55	52	57	57	57	57	57	57	57
N	204	203	270	274	221	267	314	336	371
UF	57	57	57	57	57	57	57	57	57
N	516	477	515	495	568	622	611	672	685
UNF	48	57	57	57	57	57	55	57	60
N	18	29	21	27	44	45	48	55	37
USF	57	57	57	60	57	57	57	57	54
N	123	123	139	138	111	127	134	160	202
UWF					57	60	61	57	64
N					4	9	6	11	11
ALL	57	57	57	57	57	57	57	57	57
N	1,159	1,123	1,291	1,274	1,330	1,413	1,480	1,619	1,696

MONTHS TO DEGREE: ALL GRADUATES									
UNIV	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAMU	57	57	57	64	62	57	52	57	57
N	63	47	48	46	42	33	29	30	33
FAU	45	45	52	48	48	48	45	52	50
N	147	130	146	153	166	142	143	141	198
FGCU					45	45	52	45	55
N					18	30	39	46	50
FIU	52	52	51	47	51	52	52	48	51
N	216	253	327	294	297	293	342	298	331
FSU	52	52	52	52	52	52	52	52	48
N	197	214	198	233	240	217	219	283	228
UCF	48	45	52	48	48	52	52	52	52
N	390	415	468	515	427	438	515	587	674
UF	52	52	52	52	52	52	52	52	52
N	766	750	755	759	844	908	867	929	912
UNF	40	45	45	45	52	48	48	52	40
N	61	76	53	78	76	100	110	119	99
USF	52	52	52	52	50	52	48	48	52
N	300	294	376	319	294	334	343	384	414
UWF					45	40	40	47	45
N					17	33	28	33	43
ALL	52	52	52	52	52	52	52	52	52
N	2,140	2,179	2,371	2,397	2,421	2,528	2,635	2,850	2,982

Note: Graduates included in this analysis include all student entry types and degree programs with more than 120 student credit hours required.

Source: J.Jones, State University System of Florida

Prepared by CBT Consultants, September 2014 (2B)

Table 2I-3

**FAMU-FSU Joint College of Engineering Study**  
**Median Time-to-Degree for Baccalaureates with Degrees in Engineering**

RFP #21.3

YEARS TO DEGREE: FIRST TIME IN COLLEGE ONLY									
UNIV	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAMU	4.8	4.8	4.8	5.5	5.0	5.0	4.9	4.9	4.8
FAU	4.8	4.8	5.0	4.8	4.8	4.8	5.3	4.8	5.3
FGCU					3.8	4.3	4.8	4.8	4.8
FIU	5.3	5.0	5.3	5.3	5.3	5.3	5.1	5.8	5.6
FSU	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
UCF	4.6	4.3	4.8	4.8	4.8	4.8	4.8	4.8	4.8
UF	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
UNF	4.0	4.8	4.8	4.8	4.8	4.8	4.5	4.8	5.0
USF	4.8	4.8	4.8	5.0	4.8	4.8	4.8	4.8	4.5
UWF					4.8	5.0	5.0	4.8	5.3
ALL	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8

YEARS TO DEGREE: ALL GRADUATES									
UNIV	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAMU	4.8	4.8	4.8	5.3	5.2	4.8	4.3	4.8	4.8
FAU	3.8	3.8	4.3	4.0	4.0	4.0	3.8	4.3	4.1
FGCU					3.8	3.8	4.3	3.8	4.5
FIU	4.3	4.3	4.3	3.9	4.3	4.3	4.3	4.0	4.3
FSU	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.0
UCF	4.0	3.8	4.3	4.0	4.0	4.3	4.3	4.3	4.3
UF	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
UNF	3.3	3.8	3.8	3.8	4.3	4.0	4.0	4.3	3.3
USF	4.3	4.3	4.3	4.3	4.1	4.3	4.0	4.0	4.3
UWF					3.8	3.3	3.3	3.9	3.8
ALL	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3

Note: Graduates included in this analysis include all student entry types and degree programs with more than 120 student credit hours required.

Source: J.Jones, State University System of Florida

Prepared by CBT Consultants, September 2014 (2B)



**FAMU-FSU Joint College of Engineering Study** **RFP #2JK**  
**Current and Projected Operating, Capital Infrastructure and Ancillary Services Budgets**  
**Table 2JK** **For the Joint College of Engineering**

Fiscal Year	Expenditures to Date	Budget	Current Operating	Current Infrastructure	Ancillary Services
<b>FY 14</b>	<b>\$15,215,201</b>	<b>\$16,500,987</b>	<b>\$16,500,987</b>	<b>\$0</b>	<b>\$0</b>
<b>FY 15</b>		<b>\$17,723,066</b>	<b>\$17,723,066</b>	<b>\$0</b>	<b>\$0</b>
<i>FY 16</i>		<i>\$18,254,758</i>	<i>\$18,254,758</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 17</i>		<i>\$18,802,401</i>	<i>\$18,802,401</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 18</i>		<i>\$19,366,473</i>	<i>\$19,366,473</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 19</i>		<i>\$19,947,467</i>	<i>\$19,947,467</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 20</i>		<i>\$20,545,891</i>	<i>\$20,545,891</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 21</i>		<i>\$21,162,268</i>	<i>\$21,162,268</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 22</i>		<i>\$21,797,136</i>	<i>\$21,797,136</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 23</i>		<i>\$22,451,050</i>	<i>\$22,451,050</i>	<i>\$0</i>	<i>\$0</i>
<i>FY 24</i>		<i>\$23,124,581</i>	<i>\$23,124,581</i>	<i>\$0</i>	<i>\$0</i>

*NOTE: Projections were based on an estimated 3% increase on the base per year.*

*NOTE: Budget includes fringe benefits.*

**Table 2L** **FAMU-FSU Joint College of Engineering Study** **RFP #2L**  
**Florida Board of Professional Engineers Licensure Examination Pass Rates**

**Notes**

\* NCESS considers the joint college as a single institution. Therefore, the data reported represent both FAMU and FSU engineering students.

\* NCESS reports FE data by pass rates for students currently enrolled and for students who have already graduated.

\* NCESS records go back to the 2005-2006 academic year, so no data are available for 2003-2005.

\* NCESS database does not identify whether or not a student is taking the test for the first time.

Academic Year	Fundamental Examination (FE) Pass Rate - Enrolled			Fundamental Examination (FE) Pass Rate-Graduated			Principles & Practice (PE) Pass Rate		
	Number Taking Test	Number Passing	Pass Rate	Number Taking Test	Number Passing	Pass Rate	Number Taking Test	Number Passing	Pass Rate
2013-2014	47	39	83%	43	26	60%	80	47	59%
2012-2013	95	68	72%	77	35	45%	76	47	62%
2011-2012	115	83	72%	75	45	60%	66	38	58%
2010-2011	95	73	77%	87	38	44%	92	47	51%
2009-2010	88	52	59%	99	48	48%	103	57	55%
2008-2009	77	60	78%	103	43	42%	99	50	51%
2007-2008	101	75	74%	106	41	39%	83	43	52%
2006-2007	73	44	60%	95	43	45%	74	34	46%
2005-2006	80	47	59%	84	33	39%	105	43	41%
2004-2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003-2004	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Data provided by Rick Burnett of FSU and Kwadwo Owusu-Aduemiri of FAMU

Their data source was NCESS Institutional Reports Website (<http://institutions.ncess.org>) accesses on 8/11/2014

Report prepared by CBT Consultants, August 2014

## VII.B. Tables on Engineering Workforce Needs

Table 7.1 displays the crosswalk between educational programs (CIP codes) and occupations (SOC codes) that we used to complete the gap analysis. Also listed are the adjustment factors which were applied to the annual openings figures for each occupation within each program. The methodology for these factors is described above in the “About the EMSI’s Gap Analysis Model” section of this report.

**TABLE 7.1: PROGRAM TO OCCUPATION MAPPING WITH EMPLOYMENT ADJUSTMENT FACTORS**

					PERCENT OF WORKFORCE WITH GIVEN EDUCATION LEVEL		
CIP	Program	SOC	Occupation	Program Based Weight	Bachelor’s Degree	Master’s Degree	PhD Degree
14.0301	Agricultural Engineering	17-2021	Agricultural Engineers	100	7	23	100
14.0501	Bioengineering and Biomedical Engineering	17-2031	Biomedical Engineers	75	7	23	100
14.0701	Chemical Engineering	17-2041	Chemical Engineers	100	8	12	100
14.0801	Civil Engineering, General	17-2051	Civil Engineers	99	10	15	100
14.0901	Computer Engineering, General	15-1143	Computer Network Architects	100	27	41	100
		17-2061	Computer Hardware Engineers	100	18	28	100
14.1001	Electrical and Electronics Engineering	17-2071	Electrical Engineers	99	12	21	100
		17-2072	Electronics Engineers, Except Computer	96	12	21	100
14.1901	Mechanical Engineering	13-1051	Cost Estimators	86	55	67	100
		17-2141	Mechanical Engineers	100	14	26	100
		51-8021	Stationary Engineers and Boiler Operators	100	77	88	100
14.3501	Industrial Engineering	17-2112	Industrial Engineers	100	19	28	100
Source: EMSI Gap Analysis Model and United States Department of Labor							

**TABLE 7.2: PAST EMPLOYMENT CHANGE FOR ENGINEERS BY SOC, 2004-2014**

SOC	Title	2004 Jobs	2014 Jobs	2004-2014 Change	2004-2014 % Change	Median Hourly Earnings
17-2051	Civil Engineers	15,954	15,821	(133)	(1%)	\$36.46
17-2112	Industrial Engineers	10,461	10,352	(109)	(1%)	\$32.95
11-9041	Architectural and Engineering Managers	7,742	7,725	(17)	(0%)	\$54.19
17-2071	Electrical Engineers	7,678	7,496	(181)	(2%)	\$38.99
17-2199	Engineers, All Other	7,113	7,456	343	5%	\$37.36
17-2141	Mechanical Engineers	7,422	6,956	(466)	(6%)	\$35.35
17-2072	Electronics Engineers, Except Computer	5,818	5,289	(529)	(9%)	\$42.63
17-2011	Aerospace Engineers	3,235	3,374	139	4%	\$46.04
17-2081	Environmental Engineers	2,447	2,763	316	13%	\$29.72
17-2061	Computer Hardware Engineers	2,419	2,464	44	2%	\$43.79
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	1,183	1,152	(31)	(3%)	\$33.05
17-2031	Biomedical Engineers	748	888	139	19%	\$32.65
17-2161	Nuclear Engineers	587	697	110	19%	\$39.42
17-2121	Marine Engineers and Naval Architects	627	666	39	6%	\$38.39
17-2041	Chemical Engineers	665	579	(86)	(13%)	\$32.40
17-2131	Materials Engineers	572	538	(34)	(6%)	\$41.30
17-2171	Petroleum Engineers	450	299	(152)	(34%)	\$55.77
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	223	228	4	2%	\$34.69
17-2021	Agricultural Engineers	147	172	25	17%	\$21.32
	Total	75,492	74,914	(578)	(1%)	\$38.89

Source: EMSI Complete Employment, 2014.3

**TABLE 7.3: PAST EMPLOYMENT CHANGE FOR ENGINEERS BY SOC, 2004-2014**

SOC	Title	2004 Jobs	2014 Jobs	2004-2014 Change	2004-2014 % Change
17-2051	Civil Engineers	15,821	17,910	2,088	13%
17-2112	Industrial Engineers	10,352	11,166	814	8%
11-9041	Architectural and Engineering Managers	7,725	8,492	766	10%
17-2071	Electrical Engineers	7,496	8,154	658	9%
17-2199	Engineers, All Other	7,456	8,387	930	12%
17-2141	Mechanical Engineers	6,956	7,992	1,036	15%
17-2072	Electronics Engineers, Except Computer	5,289	5,755	467	9%
17-2011	Aerospace Engineers	3,374	3,644	270	8%
17-2081	Environmental Engineers	2,763	3,219	456	17%
17-2061	Computer Hardware Engineers	2,464	2,921	458	19%
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	1,152	1,311	159	14%
17-2031	Biomedical Engineers	888	1,103	215	24%

17-2161	Nuclear Engineers	697	821	124	18%
17-2121	Marine Engineers and Naval Architects	666	707	41	6%
17-2041	Chemical Engineers	579	707	128	22%
17-2131	Materials Engineers	538	616	79	15%
17-2171	Petroleum Engineers	299	342	44	15%
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	228	259	31	14%
17-2021	Agricultural Engineers	172	190	18	11%
Total		74,914	83,696	8,782	12%

Source: EMSI Complete Employment, 2014.3

**TABLE 7.4: PAST EMPLOYMENT CHANGE FOR ENGINEERS BY MSA, 2004-2014**

MSA Name	2004 Jobs	2014 Jobs	2004 - 2014 Change	2004 - 2014 % Change	Median Hourly Earnings
Orlando-Kissimmee-Sanford, FL	8,817	9,450	633	7%	\$36.98
Jacksonville, FL	4,788	5,265	477	10%	\$38.15
Crestview-Fort Walton Beach-Destin, FL	1,953	2,341	388	20%	\$42.92
Panama City, FL	1,017	1,346	329	32%	\$44.18
Punta Gorda, FL	242	235	(7)	(3%)	\$37.77
Port St. Lucie, FL	761	753	(8)	(1%)	\$35.12
Pensacola-Ferry Pass-Brent, FL	1,204	1,191	(13)	(1%)	\$36.81
Deltona-Daytona Beach-Ormond Beach, FL	1,188	1,159	(29)	(2%)	\$30.79
Sebastian-Vero Beach, FL	274	239	(35)	(13%)	\$33.82
Lakeland-Winter Haven, FL	1,440	1,398	(42)	(3%)	\$32.14
Naples-Immokalee-Marco Island, FL	588	525	(63)	(11%)	\$36.75
Gainesville, FL	1,082	976	(106)	(10%)	\$32.12
Ocala, FL	610	495	(115)	(19%)	\$27.37
Cape Coral-Fort Myers, FL	1,149	1,032	(117)	(10%)	\$31.68
Tallahassee, FL	1,384	1,265	(119)	(9%)	\$34.77
North Port-Sarasota-Bradenton, FL	1,914	1,652	(262)	(14%)	\$32.90
Tampa-St. Petersburg-Clearwater, FL	10,155	9,866	(289)	(3%)	\$35.89
Miami-Fort Lauderdale-West Palm Beach, FL	17,161	16,763	(398)	(2%)	\$35.83
Palm Bay-Melbourne-Titusville, FL	7,018	6,303	(715)	(10%)	\$44.87
Total	62,745	62,253	(492)	(1%)	\$37.21

Source: EMSI Complete Employment, 2014.3

**TABLE 7.5: PROJECTED EMPLOYMENT CHANGE FOR ENGINEERS BY MSA, 2014-2024**

MSA Name	2014 Jobs	2024 Jobs	2014 - 2024 Change	2014 - 2024 % Change	Median Hourly Earnings
Miami-Fort Lauderdale-West Palm Beach, FL	16,763	18,373	1,610	10%	\$35.83
Orlando-Kissimmee-Sanford, FL	9,450	10,927	1,477	16%	\$36.98
Tampa-St. Petersburg-Clearwater, FL	9,866	10,899	1,033	10%	\$35.89
Jacksonville, FL	5,265	6,226	961	18%	\$38.15

Crestview-Fort Walton Beach-Destin, FL	2,341	2,788	447	19%	\$42.92
North Port-Sarasota-Bradenton, FL	1,652	1,847	195	12%	\$32.90
Deltona-Daytona Beach-Ormond Beach, FL	1,159	1,347	188	16%	\$30.79
Port St. Lucie, FL	753	925	172	23%	\$35.12
Lakeland-Winter Haven, FL	1,398	1,569	171	12%	\$32.14
Cape Coral-Fort Myers, FL	1,032	1,172	140	14%	\$31.68
Panama City, FL	1,346	1,481	135	10%	\$44.18
Naples-Immokalee-Marco Island, FL	525	601	76	14%	\$36.75
Tallahassee, FL	1,265	1,325	60	5%	\$34.77
Ocala, FL	495	552	57	12%	\$27.37
Pensacola-Ferry Pass-Brent, FL	1,191	1,229	38	3%	\$36.81
Gainesville, FL	976	1,008	32	3%	\$32.12
Punta Gorda, FL	235	257	22	9%	\$37.77
Sebastian-Vero Beach, FL	239	260	21	9%	\$33.82
Palm Bay-Melbourne-Titusville, FL	6,303	5,838	(465)	(7%)	\$44.87
Total	62,253	68,624	6,371	10%	\$37.21

Source: EMSI Complete Employment, 2014.3

**TABLE 7.6: PROJECTED EMPLOYMENT CHANGE FOR ENGINEERS IN SURROUNDING MSAS, 2014-2024**

MSA Name	2014 Jobs	2024 Jobs	2014 - 2024 Change	2014 - 2024 % Change	Average Annual Job Openings
Atlanta-Sandy Springs-Roswell, GA	25,321	27,647	2,326	9%	962
Raleigh, NC	8,544	10,377	1,833	21%	423
Virginia Beach-Norfolk-Newport News, VA-NC	12,494	13,957	1,463	12%	505
Charlotte-Concord-Gastonia, NC-SC	10,377	11,737	1,360	13%	429
Huntsville, AL	12,406	13,689	1,283	10%	448
Charleston-North Charleston, SC	5,481	6,697	1,216	22%	292
Greenville-Anderson-Mauldin, SC	6,538	7,737	1,199	18%	331
New Orleans-Metairie, LA	7,138	8,154	1,016	14%	323
Baton Rouge, LA	6,571	7,580	1,009	15%	284
Nashville-Davidson--Murfreesboro--Franklin, TN	7,508	8,393	885	12%	309
Memphis, TN-MS-AR	5,338	6,028	690	13%	222
Durham-Chapel Hill, NC	4,641	5,319	678	15%	193
Birmingham-Hoover, AL	5,566	6,239	673	12%	229
Augusta-Richmond County, GA-SC	4,321	4,902	581	13%	186
Mobile, AL	2,355	2,915	560	24%	128
Greensboro-High Point, NC	3,196	3,616	420	13%	136
Montgomery, AL	1,997	2,406	409	20%	99
Columbia, SC	4,468	4,861	393	9%	180
Jackson, MS	2,321	2,711	390	17%	106
Knoxville, TN	6,054	6,418	364	6%	218

Source: EMSI Complete Employment, 2014.3

**TABLE 7.7: TOP 13 INDUSTRY GROUPS FOR ENGINEERS IN THE TALLAHASSEE MSA BY 2014 EMPLOYMENT**

NAICS	Industry	Engineers Employed in Industry (2014)	Engineers Employed in Industry (2024)	Change (2014 - 2024)	% Change (2014 - 2024)	% of Engineers in Industry (2014)	% of Engineers in Industry (2024)
9029	State Government, Excluding Education and Hospitals	487	498	11	2%	38.5%	37.6%
5413	Architectural, Engineering, and Related Services	336	354	18	5%	26.5%	26.7%
9039	Local Government, Excluding Education and Hospitals	43	46	3	7%	3.4%	3.4%
9011	Federal Government, Civilian	37	37	0	0%	2.9%	2.8%
9026	Education and Hospitals (State Government)	36	37	1	3%	2.8%	2.8%
3339	Other General Purpose Machinery Manufacturing	34	36	2	6%	2.7%	2.7%
5416	Management, Scientific, and Technical Consulting Services	31	43	12	39%	2.5%	3.2%
5415	Computer Systems Design and Related Services	26	30	4	15%	2.0%	2.3%
3344	Semiconductor and Other Electronic Component Manufacturing	23	<10	--	--	1.8%	1.0%
2362	Nonresidential Building Construction	18	17	(1)	(6%)	1.4%	1.3%
2211	Electric Power Generation, Transmission and Distribution	12	14	2	17%	1.0%	1.1%
5613	Employment Services	12	13	1	8%	0.9%	1.0%
5511	Management of Companies and Enterprises	10	14	4	40%	0.8%	1.0%

Source: EMSI Complete Employment, 2014.3

**TABLE 7.8: TOP 15 INDUSTRY GROUPS FOR ENGINEERS IN THE PANAMA CITY MSA BY 2014 EMPLOYMENT**

NAICS	Industry	Engineers Employed in Industry (2014)	Engineers Employed in Industry (2024)	Change (2014 - 2024)	% Change (2014 - 2024)	% of Engineers in Industry (2014)	% of Engineers in Industry (2024)
5413	Architectural, Engineering, and Related Services	567	646	79	14%	42.1%	43.6%
9011	Federal Government, Civilian	250	236	(14)	(6%)	18.5%	15.9%
3366	Ship and Boat Building	124	173	49	40%	9.2%	11.7%
9029	State Government, Excluding Education and Hospitals	41	43	2	5%	3.0%	2.9%
5417	Scientific Research and Development Services	33	30	(3)	(9%)	2.4%	2.0%
3339	Other General Purpose Machinery Manufacturing	32	33	1	3%	2.4%	2.2%

9039	Local Government, Excluding Education and Hospitals	30	33	3	10%	2.3%	2.2%
5416	Management, Scientific, and Technical Consulting Services	22	25	3	14%	1.6%	1.7%
5172	Wireless Telecommunications Carriers (except Satellite)	17	19	2	12%	1.3%	1.3%
3221	Pulp, Paper, and Paperboard Mills	15	11	(4)	(27%)	1.1%	0.7%
3251	Basic Chemical Manufacturing	15	14	(1)	(7%)	1.1%	1.0%
2211	Electric Power Generation, Transmission and Distribution	14	14	0	0%	1.1%	0.9%
5613	Employment Services	12	15	3	25%	0.9%	1.0%
4881	Support Activities for Air Transportation	12	17	5	42%	0.9%	1.2%
5171	Wired Telecommunications Carriers	10	<10	--	--	0.8%	0.7%

Source: EMSI Complete Employment, 2014.3

**TABLE 7.9: SUMMARY OF BACHELOR'S GRADUATES IN ENGINEERING DISCIPLINES, 2011 TO 2013**

Row Labels	Agricultural	Bio and Bio-medical	Chemical	Civil	Computer	Electrical and Electronics	Industrial	Mechanical	Total
University of South Florida-Main Campus			33	33	24	47	26	47	211
University of Central Florida				49	25	52	26	52	204
University of Florida	0		34	44	35	41		45	200
Florida International University		22		49	23	42		33	170
Florida Institute of Technology			17	28	14	41		46	146
University of Miami		35		17	10	17	26	28	132
<b>Florida State University</b>			<b>13</b>	<b>38</b>	<b>9</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>125</b>
Florida Atlantic University				39	20	28		23	110
University of North Florida				29		21		21	72
Embry-Riddle Aeronautical University-Daytona Beach					12	4		28	44
Florida Gulf Coast University		7		25					33
<b>Florida Agricultural and Mechanical University</b>	<b>2</b>		<b>4</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>30</b>
The University of West Florida					5	20			25
Polytechnic University of Puerto Rico-Orlando				7	2	8			18



Bethune-Cookman University					5				5
Grand Total	2	64	101	366	186	352	99	353	1,523
Source: Florida Board of Governors, Florida Independent Colleges & Universities, IPEDS and EMSI									

**TABLE 7.10: SUMMARY OF MASTER'S GRADUATES IN ENGINEERING DISCIPLINES, 2011 TO 2013**

Row Labels	Agricultural	Bio and Bio-medical	Chemical	Civil	Computer	Electrical and Electronics	Industrial	Mechanical	Total
University of Florida	0	18	19	52	36	46		34	205
University of Central Florida				26	18	31	63	27	165
University of South Florida-Main Campus		10	7	26	21	38	4	18	125
Florida Institute of Technology			8	7	3	34		14	67
Florida International University		7		24	6	17		9	62
University of Miami		15		8		3	20	3	49
<b>Florida State University</b>		<b>2</b>	<b>2</b>	<b>12</b>		<b>14</b>	<b>6</b>	<b>9</b>	<b>45</b>
Florida Atlantic University		5		10	11	6		8	40
Embry-Riddle Aeronautical University-Daytona Beach						3		20	23
University of North Florida				4		5		2	11
<b>Florida Agricultural and Mechanical University</b>		<b>0</b>	<b>0</b>	<b>3</b>		<b>1</b>	<b>2</b>	<b>1</b>	<b>8</b>
Grand Total	0	58	37	172	94	199	95	145	800
Source: Florida Board of Governors, Florida Independent Colleges & Universities, IPEDS and EMSI									

**TABLE 7.11: SUMMARY OF PHD GRADUATES IN ENGINEERING DISCIPLINES, 2011 TO 2013**

Row Labels	Agricultural	Bio and Bio-medical	Chemical	Civil	Computer	Electrical and Electronics	Industrial	Mechanical	Total
University of Florida	0	12	11	13	18	25		20	98
University of South Florida-Main Campus		2	4	9	6	10	5	4	41
University of Central Florida				5	4	12	8	5	34
Florida International University		5		7		9		1	22
University of Miami		7		4		5	1	3	21
<b>Florida State</b>		<b>2</b>	<b>1</b>	<b>2</b>		<b>4</b>	<b>3</b>	<b>6</b>	<b>17</b>

<b>University</b>									
Florida Atlantic University					2	2		1	5
Florida Institute of Technology			1		0	2		1	5
<b>Florida Agricultural and Mechanical University</b>			<b>1</b>	<b>0</b>		<b>1</b>		<b>1</b>	<b>3</b>
Grand Total	0	27	18	41	31	70	17	42	246
Source: Florida Board of Governors, Florida Independent Colleges & Universities, IPEDS and EMSI									

## Differences between EMSI's Engineering analysis and Florida Bureau of Labor Market Statistics (LMS)

### High Level Differences:

- CBT and EMSI's analysis uses a broader array of industry data sources to capture the self-employed. Generally speaking, industry employment data are considered by labor economists to be more accurate and all-encompassing than occupational employment data, so EMSI uses industry-data to augment raw occupational data available from the federal government. This technique results in a more precise figure for number of workers counted than if we relied exclusively on raw occupational data.
- EMSI does not use job postings to calculate short-term demand, because job postings are very imprecise measure of actual job creation over time. Rather when producing gap analyses such as this, we focus on forecasting mid- and long-term demand using traditional labor market data sources.
- Like LMS, EMSI produces our own occupational employment projections. Little information is publically available on LMS's projection methodology so we cannot comment on it. EMSI utilizes a form of an autoregressive integrated moving average (or ARIMA) model to project employment into the future. This model allows us to forecast based on employment changes in the recent past but still allows flexibility to make custom changes to forecasts based on foreseeable changes to the economy in the near-term future.
- Florida's Occupational Supply/Demand (S/D) System captures a broad group of potential supply sources including workforce training act (WIA) training enrollees and completers, enrollees and completers from postsecondary institutions, and jobseekers with known desired occupations. EMSI's approach takes the more conservative stance by just calculating the number of completers from postsecondary institutions, under the assumption that not all students who are enrolled will necessarily complete their program of study. Data on WIA completers and jobseekers were not used by EMSI because these data were not publically available at our necessary level of geographic specificity.
- EMSI uses a proprietary weighting technique to prevent double counting of educational program completers. EMSI uses the same spider-web crosswalk between educational programs and occupations that are used by most entities, but we apply further economic modeling techniques to ensure that every 1 program completer is only counted 1 time toward occupational demand projections.

There are several key differences between the data published by CBT and EMSI and the data published by LMS. The two basic categories of differences are data source differences, and modeling differences. Each are separately addressed below:

#### Data Source Differences:

For its long-term occupational projections LMS primarily relies upon Occupational Employment Statistics (OES) from the United States Bureau of Labor Statistics (BLS). Though OES is a solid starting point, EMSI's research has indicated that it does not exhaustively cover all employment in the labor force. According to the BLS, OES quantifies full- and part-time workers who are paid a wage or salary. Several notable categories excluded from this survey are the self-employed, and owners or partners in unincorporated firms.

EMSI supplements our published occupational data using a group of industry data sources that better capture some of the excluded categories mentioned above. A list of all industry data sources utilized by EMSI are listed below under "EMSI Industry Data Sources." Since there are more reliable and more exhaustive sources of industry data than occupational data, once our industry data is compiled we hold those data fixed and augment the available OES data and ensure that it adds up to regional industry employment totals.

#### Modeling Differences:

LMS produces short-term and long-term projections using two different sources. Short-term projections rely on The Conference Board's Help Wanted OnLine (HWOL) monthly job postings data. Long-term projections rely on The Department of Economic Opportunity's Labor Market Statistics' average annual projected openings. For the occupational employment data in this report EMSI did not produce separate short-term and long-term projections, but rather used a five year time frame (2014-2019) to produce average annual openings figures. EMSI's research has indicated that job postings data tend to overestimate demand in categories that are based in technology, education, and business, and significantly underestimate demand in other fields such as manufacturing, transportation, and mining.

Like LMS, EMSI produces our own occupational employment projections. Little information is publically available on LMS's projection methodology so we cannot comment on it. EMSI utilizes a form of an autoregressive integrated moving average (or ARIMA) model, to project employment into the future. This model allows us to forecast based on employment changes in the recent past but still allows flexibility to make custom changes to forecasts based on foreseeable changes to the economy in the near-term future.

There are several other key methodological differences between EMSI's analysis and the Florida's Occupational Supply/Demand (S/D) System. Florida's S/D system captures a broader group of potential supply sources including workforce training act (WIA) training enrollees and completers, enrollees and completers from postsecondary institutions, and jobseekers with known desired occupations. Alternatively, EMSI's approach takes the more conservative stance by just calculating the number of completers from postsecondary institutions, under the assumption that not all students who are enrolled will necessarily complete their program of

study. Data on WIA completers and jobseekers were not used by EMSI because these data were not publically available at the level of geographic specificity required for our modeling techniques.

Secondly, EMSI uses two proprietary modeling techniques in calculating demand for occupations. The first is “program based weighting.” EMSI uses the same spider-web crosswalk between educational programs and occupations that are used by most entities, but we apply further economic modeling techniques to ensure that every 1 program completer is only counted 1 time toward occupational demand projections. EMSI uses a formula that favors program types with the largest number of completers, attributing a greater proportion of demand to these than the programs that produce a smaller number of completers. The second technique is educational level weighting EMSI calculates the number of regional annual job openings for engineering occupations at three different levels of postsecondary training. Using data from the federal BLS EMSI adjusts the annual opening estimates for each SOC code to only incorporate the percentage of workers for three different educational levels that correspond with each engineering occupation. Not taking into account the educational attainment dynamics in this way would bias the result by over-counting potential job opportunities for completers. Given the changing dynamics and need for more education in the existing workforce (i.e., skills-biased technology change in many occupations and industry sectors), this assumption should be considered conservative.

#### EMSI Industry Data Sources:

##### Bureau of Labor Statistics

- Current Employment Statistics
- Local Area Unemployment Statistics
- National Employment Projections
- Quarterly Census of Employment and Wages

##### Bureau of Economic Analysis

- Local Area Personal Income
- State Personal Income

##### Census Bureau

- American Community Survey
- County Business Patterns
- Nonemployer Statistics
- Quarterly Workforce Indicators
- ZIP Code Business Patterns

## VII.C Research Process

The research process carried out by the CBT cUC consulting team consisted of three independent segments: economic forecasting, institutional research, and interviews/focus groups.

In the economic forecasting, Brian Points used national databases and proprietary forecasting models to predict needs for various engineering disciplines over the next decade. Mr. Points relied heavily on the EMSI's Gap Analysis model to determine the supply and demand dynamics of the engineering labor force in Florida. This model ensures conservative measures and no duplicative counting of employment in association with educational programs.

In conducting institutional research, Mary Harrington gathered data from public and private universities in Florida that offer engineering programs, enabling her to develop a comprehensive picture of engineering across the state, including enrollment trends, degree production, faculty and staff levels, budgets, endowments, and licensure pass rates. She also worked closely with the IR Directors at FAMU and FSU, as well as personnel at the Joint College and at the State University System, to develop a detailed picture of the Joint College relative to other engineering programs.

In the interview and focus group meetings, Robert Dixon, James Bean and Richard Warder met with the leadership of the State University System, leadership of FAMU and FSU, leadership of the Joint College, the Joint College ABET team, faculty, staff, students, alumni and external advisors in the Joint College. This provided a rich catalogue of perceptions, anecdotes and emotions surrounding the strengths and challenges of the Joint College and the two proposed models.

## VII.D. Research Team

**James Bean, Co-Lead**

James Bean has extensive experience building and evaluating cross-unit programs, particularly those involving engineering. He served on the development team for the Tauber Institute for Global Operations and Engineering Global Leadership Honors Program at the University of Michigan (UM). He was a presidential appointee to the Corporation Visiting Committee for Engineering Systems at MIT and a gubernatorial appointee as advisory member of the Oregon Innovation Council, home of the Oregon Nanoscience and Microtechnologies Institute, a cross-university engineering program.

Bean is a trustee at Harvey Mudd College where he serves as vice-chair of the Budget and Financial Planning Committee.

At the UM, he was on the industrial engineering faculty for twenty-four years and served as associate dean for graduate education and international programs, and later associate dean for academic affairs. In the latter role he supervised all faculty, budget and facilities issue at UM Engineering.

At Oregon he served as dean of the Lundquist College of Business and provost of the university. In the latter role he served as chief academic officer for the university. Through these roles he developed substantial experience with a state system of higher education and legislative testimony.

Bean has substantial experience with STEM diversity programs at UM and Harvey Mudd. He has worked with several HBCUs in program development while at UM.

Bean holds a Ph.D. in operations research from Stanford University and a B.S. in mathematics from Harvey Mudd College.

**Robert Dixon, Co-Lead**

Robert Dixon has served in academe as a provost, vice president for academic affairs, dean, department chair and professor, and in the private sector as the director of a major project for an engineering firm. He has led academic reorganizations, curriculum revisions, and numerous program and institutional accreditations. He has developed and managed grants and contracts, interacted with public and private boards, federal and state agencies, corporate and foundation leaders, while advancing the missions of the institutions that relied on his leadership.

During his career he has developed and expanded opportunities for African Americans and other underrepresented minorities in mathematics, physics, and engineering. He is the founding chair of the M. S. degree program in physics at Atlanta University (now Clark Atlanta University [CAU]). While serving for sixteen years as chair of the department of physics at Morehouse College he strengthened the dual-degree engineering program between Morehouse College and the Georgia Institute of Technology (Georgia Tech). It was during this period that Georgia Tech was the leading producer of African Americans with the B.S. degree in engineering. He has also worked to expand the participation of minority scientists in research. While working with an engineering firm, he managed a project funded by the Department of Energy to conduct research on a nuclear waste disposal problem. The project involved seven studies at five institutions: Atlanta University (now CAU), Georgia Tech, Jackson State University, the Morehouse School of Medicine, and Morgan State University.

Robert Dixon has had a diverse set of consulting experiences. For example he has worked with the Woodrow Wilson National Fellowship Foundation, Educational Testing Service (ETS), several universities and public school systems, the Environmental Protection Agency, the Center for Nuclear & High Energy Physics at Hampton University, and the Gateway Coalition, an NSF funded consortium of engineering schools that focused on improving engineering education at the undergraduate level. The coalition consisted of Columbia University, Cooper Union, Drexel University, New Jersey Institute of Technology, Ohio State University, Polytechnic University (now NYU Polytechnic School of Engineering), and the University of South Carolina. To expand engineering opportunities for Morehouse College students he established a dual-degree



engineering program with Columbia University. His work with the Gateway Coalition resulted in the establishment of dual-degree engineering programs between Spelman College and Columbia University and between Talladega College and the University of South Carolina.

During his career, Robert Dixon has sought through his teaching to increase the number of African Americans and other minorities pursuing careers in STEM fields, many of whom obtained subsequently the Ph.D. in physics, engineering, and mathematics. Robert Dixon received the B.S. degree in physics and mathematics with high honors from Morehouse College, the M.S. in nuclear physics from Rutgers University, and the Ph.D. in theoretical nuclear physics from the University of Maryland at College Park.

#### **Mary Harrington, Senior Consultant**

Mary Harrington has served in a number of leadership roles during her career at the University of Mississippi. As Director of Institutional Research and Assessment for the past 12 years, she has been responsible for collecting and strategically analyzing data to support the institution's key initiatives, such as retention, graduation, and enrollment management. She is responsible for institutional effectiveness initiatives campus-wide, including the assessment of academic, administrative, research, and public service units. Her responsibilities were recently expanded to include institutional strategic planning.

Harrington is very active in the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) arena, having served on numerous On-Site and Off-Site Accreditation Review Teams at major research institutions throughout the southeast since 2009. She served as Program Chair for the 2012 SACS-COC Annual Meeting, and has presented invited workshops and sessions at Annual Meetings, the Summer Institute, and at SACS-COC staff retreats. Annually since 2009, she has joined the SACS-COC staff in conducting a full-day training program for individuals who plan to serve on Review Teams as an Institutional Effectiveness evaluator.

As Co-Chair of Ole Miss' SACS-COC Reaffirmation Team from 2008-2010, Harrington authored and coordinated responses to many key Standards. She has served as a consultant for numerous

private and public institutions as they prepared for their SACS-COC reaffirmation, with a particular focus on the organization and completeness of institutions' Compliance Reports and Fifth-Year Interim Reports. She has also conducted numerous multi-day workshops on institutional effectiveness at institutions throughout the country.

Harrington is very active in professional organizations, such as the Southern Association of Institutional Research (SAIR), of which she is currently President. She has given numerous presentations and workshops at SAIR, as well as at national affiliate (AIR) and the Mississippi affiliate (MAIR) conferences. She is the most recent recipient of the Jim Nichols Service Award in Institutional Research, received the SAIR Best Paper Award, and the AIR Best Visual Presentation Award. She is a member of the Class of Mississippi Women of Distinction, and was recognized for Women's Leadership on campus.

Prior to her involvement in the institutional research area, Harrington's experience was in the area of Information Technology. As Director of Administrative Computing at the University of Mississippi from 1998-2003, she was responsible for the University's Student Information System, as well as its Human Resource and Financial Systems. She graduated Summa Cum Laude from the University of Mississippi with a B.A. and M. A. in Mathematics. Officially retiring on June 30, 2014 after 36 years at Ole Miss, Harrington will continue to work part-time for the Provost as Director Emerita of Institutional Research and Assessment.

### **Richard Warder, Senior Consultant**

Richard Warder is the one of the most respected engineering education professionals in the U.S. He has been widely sought out for his coaching and pre- accreditation services at more than three dozen colleges and schools including most recently: the University of Puerto Rico (2014), University of Central Florida (2014) Illinois Institute of Technology (2014), California State University, Fullerton (2013), Northeastern University (2013), Texas Tech University (2011), University at Buffalo (SUNY; 2013), University of Connecticut (2012), University of Florida (2011), University of Houston (2013), and Vanderbilt University (2012).

Warder is former dean of the Herff College of Engineering at the University of Memphis, and Chair & James C. Dowell Professor in the Department of Mechanical

& Aerospace Engineering at the University of Missouri, Columbia. He has been a section head and program manager at the NSF and is a Fellow of the American Society of Mechanical Engineering and the American Association for the Advancement of Science.

Warder holds a Ph.D. and M.S. from Northwestern University in Mechanical Engineering, and a B.S. from the South Dakota School of Mines & Technology in Mechanical Engineering.

### **Brian Points, Workforce Economist**

Brian Points has directed over fifty consulting projects for clients in education, workforce development, and economic development over the past decade. Currently, Points manages custom consulting engagements using a host of standardized products including those developed by the Economic Modeling Specialists International (EMSI) for educational gap analyses, student résumé analyses, program specific economic impact analyses, and workforce investment act (WIA) scorecard reports. Recent custom consulting work led by Points includes contributions to the New Skills at Work initiative for JP Morgan Chase, an economic impact study for Bloomsburg University in Pennsylvania, and an assessment of the creative economy for the state of Mississippi.

Points has a diverse skill set, being equally capable of employing sophisticated quantitative methods and conducting qualitative studies via interviews, focus groups and surveys. In previous consulting engagements he developed econometric models to forecast visitor spending for tourists, visitation to state parks in Virginia, and the student success at community colleges based on socioeconomic characteristics. He has also developed and implemented surveys for audiences as diverse as high school students, private companies, and community college educators. Mr. Points received a

B.A. in history from the University of Idaho and an M.A. in Economics from the University of California, Santa Barbara.

## **Commitment to Guiding Principles and a Plan of Action for the FAMU-FSU Joint College of Engineering**

The FAMU-FSU College of Engineering should remain a Joint College.

Significant administrative and organizational changes will be implemented over the next year within a renewed Joint College of Engineering Governance Council, including, but not limited to, the following:

- By April 1, 2015, a 12-member permanent Joint College Governance Council will be established, comprised of the Presidents (or their designees), the Provosts, the Vice Presidents for Research, and the Chief Financial Officers of FAMU and FSU. The Dean of the Joint College of Engineering and two student representatives, appointed by the respective Student Government Association presidents of the two universities, will be included as ex-officio non-voting members. The Chancellor will be a voting member of the Governance Council. The Chancellor may also designate a representative.
  - The Joint Council shall meet at least quarterly.
  - The Joint Council shall receive reports at least semi-annually on the following topics, and may require additional reports at its discretion:
    - Recruiting, enrollment and graduation by gender and ethnicity
    - Adequacy and consistency in academic preparation and achievement
    - Budget and expenditures
    - Research funding and activities
    - Faculty hiring, promotion, tenure, and integration
    - Technology transfer and commercialization activities
- The creation of a new budget entity for the Joint College will be pursued during the 2015 legislative session, to include all operating funds for the Joint College, including the appropriate amount of plant operation and maintenance funds.
- A multi-year plan must be developed and presented to the Board of Governors by June 1, 2015, to address the renovations and repairs for Buildings A and B, and the completion of Building C.
- The Joint College should integrate academic and student affairs activities that have been separately administered by FAMU and FSU so that a true Joint College of Engineering is established.
- By March 1, 2016, the Joint College must submit a report to the Board of Governors documenting the completion of the above activities.