



State University System 2015-2016 Performance Funding Initiative

Universities were requested to provide information on the intended use of the 2015-2016 performance funds.

The following university summaries highlight various initiatives; however, the following provide some examples:

- Support students as writing consultants, math tutors, and learning assistants - FAU;
- Support intervention programs for classes with high drop/fail/withdrawal rates - FAU;
- Recruit and retain faculty in engineering, and health science disciplines - FGCU;
- Support positions in technology, student services, campus police - FGCU;
- Support the STEM Transformation Institute - FIU;
- Expand the Career Service Office, with focus on identifying paid internships for students and enhancing employer relations - FIU;
- Invest in software products to support graduation and retention success - FSU;
- Support disaster recovery efforts, safety and security issues, mental health counselors, and various technology upgrades - FSU;
- Support the Education Advisory Board (EAB), one of the largest providers of research, technology, and consulting services to colleges and universities nationally - UCF;
- Recruit and retain faculty to enhance undergraduate and graduate academic experiences by ensuring the availability of course offerings to meet student demand - UCF;
- Support merit pay raises to reward and retain faculty and staff to ensure the goals of preeminence are met - UF;
- Improve career counseling and development for first-year on campus students - UNF;
- Invest in faculty and technology to support arts and sciences, adjunct costs for instruction, and other recruitment and retention efforts - UNF;
- Support advising, recruitment, and faculty instructional development - USF Tampa;

- Increase faculty in STEM fields and areas of strategic emphasis – USF-S/M;
- Support information technology, administrative and student support infrastructure – USF-St. Pete;
- Support various student success initiatives, such as, but not limited to, a financial literacy program, course scheduling tool, and the enhancement of a supplemental instruction program – UWF.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida Atlantic University
Amount Allocated:	\$11,366,318

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Technology Support and Data Infrastructure	\$1,750,000	All Metrics
Student Success Initiatives – Recruitment, Retention, and Graduation Tools	\$2,300,000	#4 – Six-Year Grad Rate #5 – Academic Progress Rate
Student Success Initiatives – Customer Service Sustainability	\$250,000	#4 – Six-Year Grad Rate #5 – Academic Progress Rate
Student Success Initiatives – Undergraduate Academic Support	\$775,000	#4 – Six-Year Grad Rate #5 – Academic Progress Rate
Merit Salary Adjustments	\$5,683,159	All Metrics

for Faculty and Staff		
FAU's Strategic Plan - Pillars and Platforms	\$608,159	#6 - Bachelor's Degrees Awarded in Areas of Strategic Emphasis #8a - Graduate Degrees Awarded in Areas of Strategic Emphasis

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Technology Support and Data Infrastructure: FAU will continue to support existing efforts to analyze, track, and assess our interventions that deal with performance funding. SUS institutions that have been successful with the BOG performance funding model have built staffs that deal solely with the big data infrastructure and have implemented technological advancements for academic support services. FAU will spend \$750,000 building a sustainable institutional research capability. Specifically, this initiative funds a performance metrics coordinator, two programmers/data analysts, a statistician, new data reporting infrastructure, and a predictive analytics software package. Also included is \$1,000,000 in technological investments in data warehousing, customer service infrastructure, and project management. By tracking, reporting, and analyzing enrollment funnels and trends, the university can build on its previous successes of implementing interventions to improve student retention and graduation rates.

Return on Investment: Starting in the 2016-17 academic year, these investments will begin to improve scores on all metrics as FAU advances its ability to use predictive analytics. For example, the university will be able to identify and recruit prospective students who are better matches and highly qualified for successful experiences at FAU. Recruitment will also be targeted to ensure the university sustains its commitment to accessibility for low-income and minority students. Better prepared students are more likely to stay at FAU and graduate in four years with fewer excess credit hours. The university will strategically recruit them in the Board of Governors' areas of strategic emphasis, producing more bachelor's degrees particularly in STEM fields. Better-prepared students are more likely to find placement in high-paying jobs or prestigious graduate schools, including FAU's own graduate and professional degree programs.

Student Success Initiatives – Recruitment, Retention, and Graduation Tools:

In order to attract the highest quality students, FAU needs to offer competitive scholarship packages (\$1,000,000). Additionally, \$700,000 in recruitment tools such as the Noel-Levitz Enrollment and Revenue Management System permit FAU to maximize the leveraging and impact of financial aid awards. With this system, FAU will be able to award financial aid to students more likely to accept admission offers and enroll at FAU. Similarly, FAU will allocate \$550,000 for retention and graduation tools such as electronic flight plans and degree planning/advising system administration and software, which should help develop course demand data to ensure courses are offered in a way to support timely degree completion.

Return on Investment: For the 2015-16 academic year, FAU expects a 2% increase in Metric #4 – Six-Year Graduation Rate and a 2% increase in Metric #5 – Academic Progress Rate. More importantly, these investments will help sustain these initial advancements for years to come.

Student Success Initiatives – Customer Service Sustainability:

This investment will primarily impact the Enrollment Management units, including the offices of the Registrar, Student Financial Aid, and Undergraduate Admissions. Included in this initiative is a \$120,000 minor parity increase for all 24 enrollment management employees who currently make less than \$30,000 annually, which is not suitable for the cost of living of South Florida. By raising salaries to \$30K for these positions, we can ensure the sustainability of customer service efforts. The university also intends to commit \$130,000 to improving the operations of these offices as they help students to transition to FAU and stay at FAU. A business analyst will be hired to continually assess the operations in the offices. Despite having funding withheld by the state this past year, FAU was able to implement many improvements by reallocating time and resources of existing business analysts to Undergraduate Admissions. Application decision time was previously at 12-16 weeks, and in the last year that time is now less than 48 hours. The offices of the Registrar and Student Financial Aid can develop operational plans to improve efficiency and quality of customer service in units. In addition, FAU needs to flatten, streamline and centralize its existing organizational structure. A single Enrollment Management Administrative Support Specialist could free up three existing positions, enabling them to be retooled to focus on student success and customer service.

Return on Investment: For the 2015-16 academic year, FAU expects a 2% increase in Metric #4 – Six-Year Graduation Rate and a 2% increase in Metric #5 – Academic Progress Rate. More importantly, these investments will help

sustain these initial advancements for years to come.

Student Success Initiatives – Undergraduate Academic Support: Academic support usage has skyrocketed, and some students have had to be turned away. At FAU, \$325,000 of additional support will enable the university to hire students as writing consultants, math tutors, SI leaders, and learning assistants in high DFW mathematics courses, in addition to facilitating expanding advising opportunities for students. \$450,000 will go directly to interventions for classes with high drop/fail/withdraw (DFW) rates. For years, FAU has been aware of specific courses that create bottlenecks for student progression -- and often lead to students failing out of or leaving the institution. These courses, primarily in the Intellectual Foundations Program (IFP) general curriculum, include math, science, and writing courses. An innovative but straightforward intervention to cut DFW rates is to transfer the instructional responsibilities to teachers who boast more engaging and successful pedagogical techniques.

Return on Investment: For the 2015-16 academic year, FAU expects a 2% increase in Metric #4 – Six-Year Graduation Rate and a 2% increase in Metric #5 - Academic Progress Rate. More importantly, these investments will help sustain these initial advancements for years to come.

Merit Salary Adjustments for Faculty and Staff: \$5,683,159 (half of the performance-based funding awarded to FAU) will be allocated to raises for faculty and staff members. Raises will be allocated on a merit basis.

Return on Investment: In order to retain the best and brightest faculty and staff members, FAU will need to award salary adjustments. These pay raises will serve FAU by increasing productivity, boosting morale, and incentivizing employees to focus on improving the institution's overall performance, particularly in the areas being assessed by the BOG metrics. From the front desk personnel to the campus life professionals to the instructional and research faculty, all employees play a role in producing successful outcomes for our students and for Florida's taxpayers.

FAU's Strategic Plan – Pillars and Platforms: The balance of the performance-based funding allocations, \$608,159, will fund initiatives related to the university's pillars and platforms as identified in the 2015-2025 strategic plan. By "budgeting to the plan" and not "planning to the budget," FAU will ensure that resources are available to develop these focal areas. The overarching goal of the institution is to create prominent interdisciplinary teams of researchers and scholars. By connecting the most talented faculty,

staff, and students in areas of strategic emphasis, the university will expand upon a robust culture of globally-respected research and inquiry. Pillars define institutional programs focused on creating knowledge that benefits society. FAU's pillars include Healthy Aging, Neuroscience, Ocean Science and Engineering/Environmental Sciences, and Sensing and Smart Systems. Platforms represent scholarly activities that apply to and support all pillars, and they are broader areas, such as Undergraduate Research and Inquiry, Diversity, and Global Perspectives and Participation.

Return on Investment: For the 2015-16 academic year, FAU expects to maintain higher than 50% of its Bachelor's Degrees Awarded in Areas of Strategic Emphasis and maintain higher than 60% of its Graduate Degrees Awarded in Areas of Strategic Emphasis. The primary ROI of this initiative will involve strategic recruiting of students who will study under the aforementioned pillars. In the next decade, FAU aims to position itself as a globalized, forward-thinking institution that caters to high-ability students. An organizational culture of achievement—through timely academic progression and distinction through discovery—will thrust FAU towards national recognition. FAU will recruit students specifically into STEM, health, global, education, and other areas identified by a statewide gap analysis as fulfilling critical workforce needs. These students will have the opportunity to conduct research and critical inquiry under the guidance of these teams of scholars. As a result, the university intends to maintain excellence in these areas – especially in proportion to other non-strategic areas. Additional existing university resources have funded pillars and platforms, and even more existing resources will be invested in them in the future.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida Gulf Coast University
Amount Allocated:	\$4,940,666

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Operations	\$1,330,000	Cost Per Degree
Library Resources	\$264,000	Academic Progress Rate, FTIC Graduation Rate
Faculty Hiring and Instruction	\$2,900,000	FTIC Graduation Rate, Academic Progress Rate, Degrees in Programs of Strategic Emphasis
Student Services, Technologies and Infrastructure	\$446,666	Academic Progress Rate, FTIC Graduation Rate

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Operations: Continued from the prior year, this funding (approximately \$1,330,000) is allocated for operational infrastructure. These funds provide the necessary infrastructure to protect and preserve the campus. Examples include campus police, computer programmers, admissions officers, and various roles within student affairs. This investment provides the infrastructure to support a productive learning environment.

Return on Investment: As FGCU continues to focus on goals relating to efficiency and overall cost containment, the operational/infrastructure changes that we have implemented will add to our ability to control the average cost per degree, which will in turn provide students with greater access to higher education in Southwest Florida. We project that these cost control measures will enable us to have the cost of degree remain close to \$30,000 over the next several years.

Library Resources: Continued from the prior year and expanded upon, Library materials are needed to assist students in their progression. By maintaining a current library collection, students are able to access the best possible information and data. For fiscal year 15-16, the institution is investing \$264,000.

Return on Investment: Maintaining and expanding our Library resources is an integral part of the campus culture to foster student learning and academic success, in that it enables our students to excel in their academic performance which will empower them to timely complete their degree. This relationship between the Library and our students impacts student retention and will influence our academic progress rate for an anticipated increase of 2 percentage points between fiscal year 14-15 and fiscal year 17-18.

Faculty Hiring, Instruction, and Retention: The University is evolving and, as such, needs to invest in the hiring of faculty and adjuncts to enable us to offer the right courses at the right times by talented and highly motivated faculty. As part of this hiring initiative, faculty in the areas of engineering and health sciences are being added to address specific needs within programs of strategic emphasis. Furthermore, the university competes in a nationwide marketplace in order to attract and retain quality faculty and staff. Funding is being provided to allow competitive compensation to retain performing members of the faculty and staff. In total, Florida Gulf Coast University is

investing \$2,900,000 to enhance and expand program and course offerings to students.

Return on Investment: Additional full-time faculty in targeted academic programs allow FGCU to retain and graduate more students. Currently, some 11% of FGCU students transfer to another SUS institution to complete their degrees, in part because FGCU does not offer the academic program they seek. The new faculty will help meet emerging program needs in high-demand professions such as business, engineering, and the health professions. In addition, the full-time faculty allow for the offering of more course sections allowing students to complete their course of study on time. Lastly, Florida Gulf Coast University continues to focus on contributing to the economic development of Southwest Florida by supplying well-educated graduates in areas of strategic emphasis to the region and local job market. By utilizing these funds to hire additional faculty in areas of strategic emphasis, students will have increased access to programs that effectively respond to emerging industries and technologies, while continuing to close the state's talent gap. Targeting these resources will lead us to achieve the goal of increasing bachelor's degrees awarded within programs of strategic emphasis to forty-eight percent by fiscal year 17-18, and likewise raise the metric for students in graduate programs to sixty-seven percent in that same time frame.

Student Services, Technologies and Infrastructure: The balance of the available funding (\$446,666) will be applied toward positions in technology, student services, campus police along with the purchasing of computing hardware and software that will benefit the students and university community. The technology positions are for security, help desk and programming, which will assist in moving the university forward with the necessary software and data management processes that aid students, faculty and staff. Additionally, student services will expand its access to advising for on-campus students, which has been an on-going initiative the last several years. Positions in campus police will serve to maintain a safe and conducive learning environment for everyone at the institution.

Return on Investment: Improving academic progression and degree completion are constant priorities of the university. By investing in the expansion of our student services to include advising at the residence halls, students will have greater interaction with their academic advisors and full-time faculty, particularly during the first several semesters which can be a critical time for students to adjust to the rigors of attending a university. Given that this allocation of funds enables us to implement programs with direct access to new students, we project there will be an increase in both the academic progress rate and the FTIC graduation rate. Additionally, our

investment in technology and security positions will serve to provide a secure and safety-focused environment and produce an infrastructure fundamental to timely academic progress and degree completion of our students. Such investments are necessary to the operability of the campus.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida International University
Amount Allocated:	\$18,599,436

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Improve Student Recruitment, Retention, and Graduation	\$4,300,662	% of Bachelor's Graduates Employed Full-time; Median Wages of Bachelor's Graduates Employed Full-time; 6-Year Graduation Rate; % of Bachelor's Degrees without Excess Hours; Academic Progress Rate
Enhance STEM Success	\$ 4,837,067	Bachelor's Degrees Awarded in Programs of Strategic Emphasis; 6-Year Graduation Rate; % of Bachelor's Degrees without Excess Hours; Academic Progress Rate
Faculty / Staff Support and Development	\$6,759,811	All Funding Metrics
Prepare Students for the Workforce	\$536,304	% of Bachelor's Graduates Employed Full-time; Median Wages of Bachelor's Graduates Employed Full-time; 6-Year Graduation Rate; Academic Progress Rate
Expand FIU's Infrastructure and Financial Base	\$2,165,592	All Funding Metrics
TOTAL	\$18,599,436	

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

FIU continues to use Performance Funds in the pursuit of improved student success outcomes through innovative teaching methods and stimulating learning environments, seamless career integration ensuring student success after graduation, and emphasis on developing the next generation of STEM professionals.

Improve Student Recruitment, Retention, and Graduation - \$4,300,662

FIU continues to invest in initiatives that will improve the retention rate and FTIC six-year graduation rate. We will offer more courses and options that are desired and required for enrollment and academic progression by investing in more instructors, providing subsidies for instructors to support online courses, and offering condensed courses in a shorter 8-week term. To support students further in their progression, FIU is implementing a predictive analytics platform, Civitas, which provide analytics on academic performance data to faculty and advisors that result in earlier interventions and proactive tracking of at-risk students. We are also examining Gateway courses with a view to reforming and determining how to best teach them and promote academic progression in the process.

In support of the above-mentioned initiatives, FIU is also devoting resources to an organizational infrastructure focused on student success. These offices and programs are tasked with recruitment and retention efforts, mentoring, ensuring student success initiatives are implemented cohesively across departments and divisions, and helping students find, apply for, and attain national and university-based scholarships and fellowships. For example, the Office of Student Access and Success is responsible for several pre-collegiate and college programs, including the Golden Scholars program, which are aimed at helping students prepare for their college experience with an emphasis on STEM. Some of its major objectives include recruitment and retention efforts to attract first generation college students and underrepresented groups including low income, Hispanic, and black males.

Not only do these investments improve the metrics mentioned above, but they have a multiplier effect and positively impact the results of other metrics such as percent of Bachelor's graduates employed full-time, median wages of Bachelor's graduates employed full-time, and percentage of Bachelor's degrees without excess hours.

Enhance STEM Success - \$4,837,067

The STEM Transformation Institute continues to advance research and educational change through evidence-based practices that will increase the number of well-prepared STEM professionals including secondary teachers. Funds are allocated for construction to support the growth of the STEM Transformation Institute and will continue to build on multidisciplinary collaboration across all Colleges, engage stakeholders in the community, and ultimately position FIU as a living laboratory for developing future STEM professionals. Growth of the STEM Transformation Institute will help to improve graduation rates by the wider implementation of curriculum and teaching practice changes.

Additionally, investments in additional math instructors and the Math Mastery Lab, which continues to improve student success in College Algebra through peer-to-peer assisted learning instruction, will further assist students pursue STEM degrees and impact the number of bachelor's degrees awarded in areas of strategic emphasis. These initiatives will also impact the six-year graduation rate, percent of Bachelor's degrees without excess hours, and academic progress rate.

Faculty / Staff Support and Development - \$6,759,811

The new Vice Provost of Faculty Affairs will be charged with championing faculty success at FIU. A dedicated resource for faculty that is focused on faculty career development will result in faculty that are more engaged in the learning process. In conjunction with the new Vice Provost of Faculty Affairs, FIU will increase retention and recruitment of a highly qualified faculty population through meritorious promotions. The process of determining faculty promotions is designed to evaluate and measure faculty accomplishments and encourage professional development and service to the University. More engaged faculty will improve the academic progress rate, six-year graduation rate, and percentage of Bachelor's degrees without excess hours.

Additionally, funds have been allocated for faculty and staff salary increases for meritorious performance which indirectly impact all Performance Funding metrics.

Preparing Students for the Workforce - \$536,304

Funds are allocated to strategically expand the Career Services Office to focus on paid internships, employer relations, and a seamless student career path. Ultimately, this initiative will promote a seamless engagement between employers and students starting as soon as the student begins at FIU which gradually progresses to include concurrent experiential learning opportunities like internships and apprenticeships.

This initiative will impact several performance metrics including the percent of Bachelor's graduates employed full-time, median wages of Bachelor's graduates employed full-time, six-year graduation rate, and academic progress rate.

Expand FIU's Infrastructure and Financial Base - \$2,165,592

FIU is implementing a comprehensive business intelligence and analytics solution that will allow university decision makers and stakeholders the ability to easily and more efficiently gather, analyze, interpret, and measure how successful FIU is with maximizing student success, efficiency in operations, research growth, and entrepreneurship. This solution will initially focus on providing University leaders with needed reports, dashboards, and performance funding metrics. This will allow departments to align their operations towards maintaining, improving, and surpassing performance metrics goals.

Additionally, funds will be spent to support the organizational infrastructure and generate operational efficiencies. This will allow financial resources to be redirected toward initiatives which support the university's goals and performance metrics results.

These initiatives will indirectly impact all Performance Funding metrics.

Return on Investment

The combination of the initiatives described above and initiatives already underway will result in an improvement in 2017 (AY 2015-16 results for FY 2017-18 funding) vs. 2015 Actual (AY 2013-14 results for FY 2015-16 funding) in the following performance metrics: the percent of Bachelor's graduates employed full-time increasing from 77% to 78%, median wages of Bachelor's graduates employed full-time from \$36,200 to \$37,000, six year graduation rate from 53% to 60%, academic progress rate from 79% to 83%, number of Bachelor's degrees awarded within programs of strategic emphasis from 46% to 48%, percentage of Bachelor's degrees without excess hours from 68% to 73%.

Ultimately, these initiatives invest in students, faculty, staff, and infrastructure. FIU's commitment to produce degrees that empower graduates to put learning and research to work on a regional, national, and global platform is paramount. Our students have very strong community connections as a significant number of FIU graduates live and work in South Florida. When combined with our efforts to increase the degrees awarded in programs of strategic emphasis, and achieving our goal towards graduating students sooner in targeted industries,

FIU students will continue to make a significant contribution to the economic development of our community in South Florida and the state of Florida.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	Florida State University
Amount Allocated:	\$16,732,446

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Increase Academic Advisors	\$500,000	6-year Grad Rates Academic Progress Rate
Increase Career Readiness	\$500,000	Graduates employed or continuing their education; median average wages
Mental Health Counselors	\$150,000	Academic Progress Rate
Increase Diversity Scholarships	\$2,600,000	University Access Rate

Presidential Scholars Program	\$2,520,000	Bachelor degrees awarded in Areas of Strategic Emphasis median average wages
New Software Products to enhance graduation and retention success	\$1,000,000	6-year Grad Rates Academic Progress Rate
Engineering Faculty	\$800,000	Bachelor degrees awarded in Areas of Strategic Emphasis Graduate degrees awarded in Areas of Strategic Emphasis
Graduate Student Stipends	\$2,500,000	Graduate degrees awarded in Areas of Strategic Emphasis
Blackboard Upgrades	1,000,000	6-year Grad Rates Academic Progress Rate
IT Upgrades	\$1,000,000	6-year Grad Rates Academic Progress Rate
Disaster Recovery	\$500,000	6-year Grad Rates Academic Progress Rate
Safety and Security Issues	\$1,000,000	6-year Grad Rates Academic Progress Rate
Student to Faculty Reduction Strategies	\$1,842,446	6-year Grad Rates Academic Progress Rate Faculty Awards

Undergraduate Research	\$50,000	Bachelor degrees awarded in Areas of Strategic Emphasis
Library Resources	\$500,000	6-year Grad Rates Academic Progress Rate
Undergraduate Health Sciences Interdisciplinary Degree	\$270,000	Bachelor degrees awarded in Areas of Strategic Emphasis median average wages

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Academic Advisors and New Software Products: Building upon steps taken in prior years, additional advisors have been added. We are concentrating on students with excess hours as well as developing initiatives to increase the number of credit hours taken each term. We have formed a task force to look for additional strategies to reduce the time to degree. A marketing campaign is being developed to encourage students to enroll in 15 hours each term; advisors, faculty and administrators are teaming together to monitor and prevent excess hours; and we are purchasing a new course scheduling interface application that allows students to review multiple schedules side-by-side and compare options in real-time.

Increase Diversity Scholarships: Additional funds are being allocated to recruit and retain first generation students. This investment in staff and scholarship dollars will result in increasing our student diversity as well as make us more attractive to highly credentialed Pell eligible students.

Presidential Scholars Program and Undergraduate Research: Funds are allocated for a new scholarship program to attract high achieving STEM ready students. In addition, new undergraduate research awards are being provided to STEM students giving them research training and experience that will advantage these students as they pursue their academic and career goals.

Engineering Faculty: An investment in new faculty in the FAMU-FSU College of Engineering will provide engineering students the courses needed for timely graduation and increase the research productivity of the College.

Graduate Student Stipends - Our graduate student stipends lag behind most of our peer institutions. In order to compete for top graduate students and grow our graduate enrollment an increase in stipends is necessary.

Undergraduate Health Sciences Interdisciplinary Degree: The investment in this new program will allow students to graduate in areas of high demand, good earning potential and areas that will provide alternatives to students who want to continue in a health field but do not want to be a nurse or medical doctor. This new degree will increase the number of students pursuing a STEM degree.

Increase Career Readiness: We have added additional career liaisons in the academic departments and awarded over 30 Academic Engagement and Innovation Teaching grants to faculty members to introduce innovative teaching methods designed to increase students' academic engagement and to promote career readiness skills. We have also added career readiness markers in our Academic Maps.

Mental Health Counselors, Blackboard Upgrades; IT Upgrades, Disaster Recovery, Safety and Security and Library Resources: Funds are allocated for the technology and classroom upgrades required and expected for students to succeed. Resources were also allocated to ensure the safety and security of students and the sensitive data required to operate the university. Investments are made to keep up with the inflationary increases associated with library journals required for students and staff to succeed. All of these critical infrastructure issues are necessary to be competitive among our peer institutions.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	University of Central Florida
Amount Allocated:	\$14,717,871

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Faculty Hiring and Retention Plans	\$12,333,871	Bachelor's and graduate degrees awarded (including those within programs of strategic emphasis), graduation, retention and academic progress rates, time to degree, excess credit hours, research expenditures, faculty awards
Student Access and Success	\$2,384,000	University access, graduation, retention and academic progress rates; time to degree, excess credit hours

- II. *Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Description

Faculty Hiring and Retention Plans

Faculty Hiring Plan, Phase 2

Estimated Use of Performance Funds: \$10,383,871

UCF state-appropriated performance funding in 2014-15 and 2015-16 combined is being used primarily to implement a strategic faculty hiring plan to recruit and fill 200 new full-time tenured or tenure-track positions by the start of the 2016-17 fiscal year.

The 2014-15 performance funding was used to complete the first phase of the plan to hire 100 full-time faculty by August 2015. The recurring allocation will directly fund the new faculty salaries, while the associated carry forward funds accumulated during the recruitment period last fiscal year have been allocated to provide the one-time startup support required to attract and ensure the ongoing success of the new faculty. These hires are going to make a significant difference in further strengthening our academic programs and in realizing the university's goals of providing the best undergraduate and graduate education and overall academic experience.

\$8.17M of the 2015-16 new performance funding will further enhance these efforts by making possible the completion of the second round of 100 hires to start by fall 2016. In order to significantly advance the university's goals of achieving international prominence in research and key programs of graduate study, we must also focus on establishing new models of research, teaching, and learning that blur the boundaries of traditional disciplines to allow for discovery in critical areas of excellence that reflect UCF's academic priorities and enhance our unique impact potential. Consequently, a Faculty Cluster Initiative was integrated into the second phase of the hiring plan.

The new Faculty Cluster Initiative was designed to foster the development of strong, interdisciplinary, diverse teams focused on solving today's most challenging scientific and societal problems based on our institutional strengths. These areas of focus, developed by faculty with support from department chairs, directors, deans, and the Vice President for Research and Commercialization, should advance knowledge at the intersection of traditional disciplines through transformative, large-scale collaborative efforts in research and teaching.

Of the second 100 tenured or tenure-track positions to start by Fall 2016, 50 have been allocated to the colleges and the Office of Research and Commercialization; 33 have been allocated to the new faculty clusters in areas of strategic emphasis for the university; and 17 have been allocated to support a special hiring program that recognizes diversity and provides resources for opportunity hires that will strengthen our recruitment of nationally or internationally recognized scholars.

The addition of faculty positions and continuing growth of UCF's student population requires greater staff support to further strengthen our departments. Approximately

\$2.2M of the new funding will be dedicated to support new staff positions in 2015-16 and 2016-17, starting with up to an estimated 30 positions in the first round.

The anticipated carry forward that will result this year while we recruit for the second round of faculty and staff positions to start in fall 2016 will be used to provide the necessary startup support for the new faculty.

Faculty Retention

Estimated Use of Performance Funds: \$1,950,000

As UCF endeavors to hire and retain exceptional faculty to support our mission and goals, we must be able to offer market-competitive salaries and professional development opportunities. Unfortunately, limited funding in recent years has challenged the university's ability to keep pace with cost of living increases and provide much-needed salary equity and market increases for our existing faculty. Consequently, we are investing a modest \$700,000 to support part of a proposed administrative discretion salary increase package to help the colleges address faculty discretionary increases for merit, counteroffers and other proactive retention efforts.

Additionally, \$1.25M will be used to support faculty award and promotion salary increases in recognition of outstanding contributions towards realizing UCF's strategic goals and continuously improving academic quality, conducting cutting-edge research and making a difference in our community and across the globe.

Student Access and Success

Estimated Use of Performance Funds: \$2.38M

In 2011-12, legislative changes to the Bright Futures Scholarship Program impacting funding and eligibility criteria significantly reduced the number of students who qualify for and are able to maintain Bright Futures awards. In an effort to continue to provide undergraduate educational opportunities and access to a college education for the students affected by the changes, UCF has invested non-recurring funds to help supplement the loss of these awards for eligible low-income and Pell-eligible students. The result has been that 1217 students benefitted from this investment of resources to help students continue to earn a college degree. In 2015-16, we are re-investing \$2.1M of new performance funds to support the program on a recurring basis, and continue to help improve the overall retention and graduation rates of these students.

Finally, \$284,000 of the new funding will be used to support a five-year contract with the Education Advisory Board (EAB) Student Success Collaborative (SSC). Established in 2007, the EAB is now one of the largest providers of research, technology, and consulting services to colleges and universities nationwide. EAB's SSC combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates.

More specifically, EAB uses historical data to generate accurate and actionable risk assessments for each student. SSC's student success platform helps advisors, faculty, and other staff see at a glance which students are in need of intervention, and has a broad set of communication features to transform insight into action and outcomes via the following components: institution reports, 360-degree student view, advanced filtering, major and career guidance, comprehensive case management, and usage and effectiveness tracking.

We anticipate that the implementation will take place over the course of nine months, and will engage campus partners in four teams to address the following areas: workflow development, training and development, success marker development, and campaign coordination.

Return of Investment

The faculty hires required to support UCF's growth have not been possible to the extent needed in recent years due in large measure to declining state appropriations. We expect the new positions to have a significant impact on strengthening the areas where student enrollments have been steadily increasing. Hiring full-time faculty will enhance the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. Additionally, the emphasis on tenure and tenure-track faculty addresses the mix of faculty and recent reliance on non tenure-track faculty, and will help boost growing graduate education and research promise and potential economic impact.

The cluster hires will build upon existing strengths to develop a critical mass of skills and make UCF uniquely strong and lead to innovative and transformative outcomes. This approach will serve to further UCF's goals of achieving national and international prominence in research and key programs of graduate study by increasing scholarly and creative works to help address challenging scientific and societal problems facing us in the coming century; enhancing research capacity to develop a robust, diverse, and recurring funding base; increasing interdisciplinary publications reaching multiple disciplines; and strengthening the overall preparation of our students.

Supporting the continuation of existing student financial support programs in light of Bright Futures and other changes, as well as existing and new efforts to further promote student success such as EAB, are essential to continue improving UCF's retention and graduation rates. Harnessing predictive analytics combined with other existing efforts to update current advising software and increase focus on mapping and tracking, will also allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. This will lead to shortened time to degree and reduced excess credit hours.

In summary, we anticipate that the initiatives made possible by this funding will lead to measurable changes in UCF's performance metrics through the 2019 metrics year. Specifically, we anticipate a three percentage point increase in FTIC graduation rates from 69% to 72%. The academic progress rate is projected to increase five percentage points from 85% to 90%. These initiatives will also improve our percent of bachelor's degrees without excess hours by four percentage points from 67% to 71%. Other notable positive impacts include increases in the number of bachelor's degrees granted (450 more degrees annually), bachelor's degrees awarded within programs of strategic emphasis (3% increase), and the percent of bachelor's graduates employed full-time or continuing their education within the U.S. one year after graduation (3% increase).



**State University System
Education and General
Performance Funds from FY 2016-2017
Reporting Template**

University:	University of Florida
Amount Allocated:	\$19,371,969

In describing the intended use of the 2016-2017 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2016-2017.*

Table 1

University Initiative	Dollar Value	Performance Metric
Faculty 2.5% Merit Raise Pool (effective Jan 1, 2016)	\$9,799,185	FTIC 6 year graduation rate Academic progress rate BA degrees awarded in programs of Strategic Emphasis Grad degrees awarded in programs of Strategic Emphasis Number of Faculty Awards Total Research Expenditures
Faculty Promotions	1,258,923	Same as above

Staff 2.5% Merit Raise Pool (effective Jan. 1, 2016)	6,447,975	FTIC 6 year graduation rate Academic progress rate Total Research Expenditures % Bachelor's employed or continuing education Median wages of bachelor's graduates in FL
Canvas Site License	615,886	Average cost per Bachelor's degree FTIC 6 year graduation rate Academic progress rate BA degrees awarded in programs of Strategic Emphasis % BA degrees without excess hours
Graduate Assistant raise pool	1,250,000	FTIC 6 year graduation rate Academic progress rate BA degrees awarded in programs of Strategic Emphasis Total Research Expenditures
TOTAL RECURRING	19,371,969	
NON-RECURRING ALLOCATIONS		
Deferred Maintenance	4,500,000	Infrastructure support for all metrics
Library e-resources	1,100,000	

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Faculty 2.5% Merit Pool and Faculty Promotions. UF is establishing a 2.5% merit raise pool, effective January 1, 2016, to enable chairs and deans to reward and retain highly performing faculty members. UF competes for the best talent on a national stage, and compensation levels need to be competitive. As UF compares itself to the top public universities in the nation, it finds that compensation levels are competitive in some areas, but are barely competitive or uncompetitive in others. This situation needs ongoing attention as UF seeks to attract and retain accomplished faculty. Since faculty are the heart of the university, they impact all of the Performance Funding metrics, but especially the ones that affect student progress, faculty awards, and research expenditures. Anticipated ROI: continued progress in UF's journey to become one of the nation's top public research universities.

Staff 2.5% Merit pool. Staff raises have lagged faculty raises in recent years, and they provide critical support to faculty instructional, research, and outreach efforts. They directly support efforts to improve the FTIC 6-year graduation and academic progress rates, total research expenditures, and through the Career Resource Center and other Student Affairs services, they influence the continuing education and career prospects of graduates. Anticipated ROI: continued progress in graduation and academic progress rates, success of the research, outreach, and economic development enterprises, and improved success of graduates in securing employment and further education.

Canvas Site License. This site license costs annually \$665,355, \$615,886 of which is allocated from this year's performance funds. This Learning Management System directly supports all aspects of instruction at UF and impacts directly the academic success of all undergraduate students. Anticipated ROI: better instructional support for students and faculty. As learning analytics become increasingly useful through Canvas and Unizin, this should result in improved student outcomes.

Graduate Assistant Raise Pool. Graduate assistants are critical to the success of UF's instructional and research missions. The state-funded raise pool will largely fund teaching assistants, while external grants will largely fund raises for research assistants. Anticipated ROI: success in UF undergraduate instructional programs and success of the research and economic development enterprises that rely on research assistants.

Since the raises are effective January 1, the performance funding funds generate approximately \$9.65M in nonrecurring funds during the first half of the fiscal year. \$4.5M of those funds are allocated to deferred maintenance and other critical infrastructural needs to support the operations of the university. \$1.1M of those funds are allocated to help pay increased Library costs for e-journals in support of the university's educational, research, and tech transfer missions.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	University of North Florida
Amount Allocated:	\$4,692,718

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
1. Campus-wide student assessment	\$45,700	1st year employment and continuing education after graduation
2. Instructional staff for the UNF Writing Center	\$154,270	1st year employment and continuing education after graduation
3. Funding for comprehensive marketing plan for Career Services	\$5,000	1st year employment and continuing education after graduation
4. Additional faculty to increase course offerings	\$442,925	6-year graduation rate

University Initiative	Dollar Value	Performance Metric
5. Adjunct costs for instruction	\$470,213	6-year graduation rate
6. Funding for visiting faculty lines	\$808,963	6-year graduation rate
7. College scheduler software	\$18,000	6-year graduation rate
8. Recruitment and retention initiatives	\$282,000	2 nd year retention rate
9. Increase technology in the Academic Center for Excellence	\$15,000	2 nd year retention rates
10. Recruitment coordinator for graduate programs	\$13,500	Percent of degrees in areas of strategic emphasis: graduate
11. Additional funding for marketing and recruiting for engineering and computing and construction programs	\$15,000	Percent of degrees in areas of strategic emphasis: undergraduate and graduate
12. Additional graduate assistantships in STEM fields	\$100,000	Percent of degrees in areas of strategic emphasis: graduate and undergraduate
13. Additional funding for expenses in nursing program office	\$156,000	Percent of degrees in areas of strategic emphasis: undergraduate and graduate

University Initiative	Dollar Value	Performance Metric
14. New faculty in Areas of Strategic Emphasis	\$1,616,997	Percent of degrees in areas of strategic emphasis: undergraduate and graduate
15. Start-up costs for faculty in STEM fields	\$495,150	Percent of degrees in areas of strategic emphasis: undergraduate and graduate
16. Additional funding for IR coordinator to aid in tracking data on performance metrics	\$54,000	All 10 metrics

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Improved 1st year employment and continuing education rates after graduation

1. Campus-wide student assessment

These dollars will allow for the continuation and expansion of campus wide assessment to determine learning gains across the curriculum with a focus on those skill sets employers are looking for in a new employee. One such example is the ETS Proficiency Profile (ETS-PP), which tests college level general education skills in reading, critical thinking, writing, and mathematics. When administered to incoming first-year students and graduating seniors, it provides a measure of students' learning in college. The results inform improvement in curriculum and instruction that extend beyond learning in individual majors, encompassing the entire undergraduate experience. These skills make UNF students significantly more employable upon graduation and are needed for admission and successful completion of graduate school.

2. Instructional staff for the UNF Writing Center

Using data from assessments such as the ETS-PP, the university is hiring additional instructional staff for the UNF Writing Center. This increase in staff will permit the Center to focus on areas where students aren't showing as much progress as they should on campus-wide assessments.

The staff will also enable the Center to provide instruction on how to write in specific disciplines, as requested by our various industry advisory committees – engineers require different writing strategies and skills than do accountants. Across majors, each graduate must be proficient in general and content specific writing skills for successful employment, as well as success in graduate school.

3. Funding for comprehensive marketing plan for Career Services

The marketing plan is designed to engage students in career planning and development from their first year on campus. Students who use the outreach services initiated by UNF's career development centers are more likely to engage in internship programs and be better prepared upon graduation for job placement interviews, with prior work experience, stronger resumes and improved interviewing skills.

ROI

While it is difficult to point to specific programs and strategies that move the needle on many of the performance-based metrics, UNF is working to achieve an 80 percent or higher rate in employment and continuing education among its first-year graduates. UNF believes that these three initiatives will play a significant role in achieving this goal by 2017. With a 76 percent current rate of employment and graduate school attendance, this is an aggressive but achievable goal.

Improved 6-year graduation rates

The first three initiatives under improving 6-year graduation rates cover the costs of the part- and full-time faculty required to maintain and increase course sections needed for undergraduate students to successfully complete their degree programs in a timely manner.

4. Additional faculty to increase course offerings

The University of North Florida used \$442,925 to fund 8 faculty members in arts and social sciences to increase and maintain course offerings in general education courses and in majors with high enrollments. These courses are needed to improve time to graduation for undergraduate students.

5. Adjunct costs for instruction

The university is using \$470,213 of performance-based funding to support adjuncts who will teach a total of 188 sections needed to meet student demands for the 2015-2016 course offering.

6. Funding for visiting faculty lines

\$808,963 of performance-based funding will be used to support 16 visiting faculty who will teach 129 course sections.

ROI

The instructional faculty paid for by performance-based funding will account for 365 of the estimated 2,500 of the over 9,000s course section offered in the 2015-2016 academic year. These course sections are one part of a larger strategy to improve UNF's 6-year graduation rate. The goal for the 6-year graduation rate is 60% by the year 2018.

7. College scheduler software

Even with expanded course offerings, it is necessary to provide students with the tools needed to plan a schedule that meets their unique circumstance (e.g. work and family responsibilities). College Scheduler is a technology that will enable students to plan the most efficient schedules possible, increasing average student enrollment in an academic year from 27 SCHs attempted to 30 SCHs successfully completed.

ROI

It is expected that use of the college scheduler will increase individual student's enrollment and successful course completion by an average of 3 credit hours. This will decrease the time to degree completion. This improvement in the time to degree completion is one part of a larger strategy to improve UNF's 6-year graduation rate. The goal for the 6-year graduation rate is 60% by the year 2018

Improved 2nd year retention rates**8. Recruitment and retention initiatives**

One of the problems the University of North Florida faces with regard to retention rates is students transferring to other institutions in and outside the state university system, for reasons of institutional size and attachment, as well as existing majors and reputation. As opposed to transferring, other students drop out of school because of the financial burden they face in their first year and/or the complications of balancing the need to work and attend school. To address the problems of student transfers and students dropping out, the Office of Enrollment Services is developing a sophisticated system of recruiting and follow-up with students during their first two years of college. This system involves the development of predictive enrollment models, a financial aid leveraging program, integrated marketing and strategic communication, development of a Student Enrollment Communication Center, a New Student Orientation Office, better academic and social integration, a Transfer Student Services Office and strong articulation and gateway programs.

9. Increase technology in the Academic Center for Excellence

For other students, the academic rigor of a first year in college can be overwhelming. To address this problem, UNF's Academic Center for Excellence is investing \$15,000 in new technology to assist students. These new technologies will help close the persistent gap between the overall second year retention rate and the 2nd year retention rate with a 2.0 or better GPA. This past year this gap was 2 percent: an 80 percent overall second-year retention rate and a 78 percent retention rate with a 2.0 or better GPA.

ROI

Through efforts such as the ones described above, the University of North Florida anticipates having an 85 percent second-year retention rate by 2020. This increase in 2nd year retention with a 2.0 or higher GPA will, of course, support the predicted increase in UNF's 6-year graduation rate.

Increase the percent of degrees completed in Areas of Strategic Emphasis at both the undergraduate and graduate levels

The University of North Florida has long recognized that its academic programs must respond to high need areas in the state and regional economies. As a result, the next six funding initiatives are designed to increase degree production in strategic areas of emphasis, in particular those fields of study that focus on northeast Florida's areas of strength and growth.

The first three of these initiatives are meant to increase student enrollment in these fields – a first step in increasing degree production.

10. Recruitment coordinator for graduate programs

While UNF has a strong reputation for its undergraduate programs of study, it needs to better market its graduate programs in specific areas. Its healthcare programs and programs in fields such as accounting are well known within the region. However, its graduate programs in fields such as biology, engineering, mathematics and statistics need increased marketing if they are to attract increased numbers of graduate students. Among other initiatives, this requires the undivided attention of a graduate recruitment coordinator.

11. Additional funding for marketing and recruiting for engineering and computing and construction programs

For the recruitment coordinator for graduate programs to be successful, additional funds must be spent on focused marketing efforts.

12. Additional graduate assistantships in STEM fields

As the University of North Florida recruits students for graduate STEM programs, graduate assistantships must be an essential part of this campaign, if UNF is to be competitive in its efforts. In turn, these graduate assistants will help support undergraduate instruction within their respective fields of study. The \$100,000 set aside for these assistantships will allow UNF to add 10 new graduate assistants in STEM fields taught within the UNF curriculum.

13. Additional funding for expenses in nursing program office

Among the strategic areas of emphasis where UNF has experienced significant success in attracting students are its undergraduate and graduate nursing programs. With this ongoing growth in enrollment, the nursing programs are experiencing a need for additional operating budgets. To sustain and allow for greater growth in nursing, the university is investing \$156,000 in additional program support.

In addition to attracting more students to enroll in degree programs in Areas of Strategic Emphasis, UNF must also increase faculty lines in these fields to handle the anticipated growth.

14. New faculty in Areas of Strategic Emphasis

15. Start-up costs for faculty in STEM fields

As the university seeks to grow enrollments and degrees awarded in strategic areas of emphasis, it has become necessary to invest in additional faculty lines in these fields. And with the hiring of new faculty, especially in the STEM fields, it is absolutely necessary to provide startup costs to support faculty research.

\$1,616,997 in performance-based funding is being used to support new faculty hires in areas of strategic emphasis. These hires include positions in medical laboratory sciences, exercise science, public health, civil engineering, accounting, education and sign language instruction.

ROI

By taking these and related steps, the University of North Florida is seeking to have 49 percent of its undergraduate and 56 percent of its graduate degrees awarded in areas of strategic emphasis by 2018.

16. Additional funding for IR coordinator to aid in tracking performance on metrics

The final investment of performance-based funding has gone into hiring an additional Institutional Research staff member to allow for greater focus on UNF's successes across all 10 of the performance-based metrics.



**State University System
Education and General
Performance Funding Model from 2015-2016
Reporting Template**

University:	University of South Florida Sarasota-Manatee
Amount Allocated:	\$1,528,769

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Increase Faculty in STEM fields and Areas of Strategic Emphasis	\$1,391,489	Graduates Employed or Continuing Their Education; Median Average Wages, Bachelor's and Graduate Degrees in Areas of Strategic Emphasis, 6-year Graduation Rate, Academic Progress Rate
Enhance Student Success, Services and Resources	\$137,280	6-year Graduation Rate, Academic Progress Rate, Graduates Employed

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Create a College and Hire Faculty in Areas of Strategic Emphasis: We will create a College of the Sciences and Mathematics and hire a founding dean. In addition, by hiring additional faculty in STEM and areas of strategic emphasis, we will be able to expand academic offerings and increase capacity within existing programs in areas

of strategic emphasis and increase the number of students enrolled without having to create new programs. This will also allow us to create curriculum plans and workforce-related experiences for students in these degree program areas. USFSM is building on the successes of having our first science degree approved and as of 7/3/14 have 148 applicants, 80 transfers and 68 FTIC for the Biology major for the Fall Semester 2014, and the partnership established with Mote Marine to offer the full array of coursework for the Biology degree.

USFSM created a College and Career Success/Access Center to provide a coordinated, college-wide focus on providing entering students with individual attention tailored to each students' unique career path needs. This Center connects students with major and career exploration tools through a series of online modules. These modules help prepare students for job and internship searches and their first year in the workplace. This allows each student to map out an intentional college success plan. The second phase provides students assistance to prepare to enter internships in their final years of undergraduate education. The third phase provides a campus point of coordination for the support and growth of internships as a central component of college and career success that is tied to academic program metrics and outcomes. The fourth phase is the follow-up program to ensure the readiness and entry level support of our graduates into their positions. The Writing Support Office helps students clarify, organize and develop their ideas, improve their rhetorical mastery and language mechanics, and reinforces their strengths in writing. Students can make an appointment with a tutor or just drop in and they can use the online tutoring service. The Testing Office administers all assessment testing upon request, the goal being to increase retention and decrease the time to degree.

Return on Investment: We anticipate this will lead to increased retention efforts and expand our recruitment activity for new students in our service area, by providing a college structure to support these efforts, rather than our current structure which includes sciences and mathematics with the liberal arts.

We also anticipate that the performance funding will support an increase in the percentage of bachelor's graduates employed full-time in Florida; increase the median wages of bachelor's graduates employed full-time in Florida; increase academic progress rate; increase the number of bachelor's degrees in the areas of strategic emphasis.

The College and Career Success/Access Center is designed to provide an Intentional College Success Plan with a goal of having 100% of our students creating that plan. This Center is also designed to ensure that our students create a College to Career Transition Plan.

The Internship Program is to produce a measurable career readiness experience. The goal is to increase student participation in internships or career readiness experience.

By providing the follow-up program to ensure that our academic programs are effective we will improve our students' satisfaction rate and our employers' satisfaction rate and ultimately the number of bachelor's graduates employed full-time. This will improve the retention rate, time to degree as well as increasing the number of graduates without excess hours.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	USF St. Petersburg
Amount Allocated:	3,023,354

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Implement First Year Experience Program	300,000	Academic Progress Rate
Increase Teaching Faculty	1,453,354	Bachelor's and Graduate Degrees in Areas of Strategic Emphasis, 6-year Graduation Rate, Academic Progress Rate
Enhance Student Success, Services, and Resources	1,270,000	6-year Graduation Rate, Academic Progress Rate, Graduates Employed

- II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

First Year Experience: This initiative provides new strategic support to transition incoming summer and fall freshmen from high school to our university to

improve their success and retention at USFSP. We will create a First Year Experience Center team including peer coaches and will establish programs to transition and welcome students. Programs will begin move-in weekend and continue throughout the semester with parent and faculty involvement. The approximate allocation is \$300,000.

Return on Investment: We anticipate improvement in our retention rate as a result of this investment. We plan to continually improve our retention rates over the next five years culminating a term one to term three retention rate of 80% by 2019. This initiative will specifically support incoming freshmen to anchor them at USFSP.

Teaching Faculty: Building upon our 2014-15 initiative, further investment is being made in faculty, specifically in support of STEM and other areas of strategic emphasis. Specifically, we aim to grow our new graduate program in accountancy and to sustain the rapid growth in our biology program. We will also increase overall course sections and availability to our students. The approximate allocation is \$1.45M.

Return on Investment: We anticipate improvement in our retention and graduation rates as a result of this investment. We expect a greater availability of required courses to increase our six-year graduation rate by 2% over the next two years. We anticipate an increase in graduate degrees in strategic areas of emphasis, specifically the new master's degree program in accountancy. We are continuing to grow our biology program because of increased demand and expect this investment to increase the number of students graduating with biology degrees.

Student Success, Services, Resources: Building upon our 2014-15 initiative and years of investment in academic and enrollment growth, there is a need to invest in our information technology, administrative, and student support infrastructure to better meet the needs of our student population. Investment will continue in our enrollment management areas to include recruiting, advising, and student engagement enhancements. Investment in institutional research will better inform us about our student population and preserve the data needed to strengthen and adapt our investments as we strive to improve our metrics. The approximate allocation is \$1.27M.

Return on Investment: We anticipate that the investments in enrollment management, advising programs, student services, and institutional research will propel us toward our goals indicated above to improve our retention and graduation rates. We also expect to see an increase in employment for our graduates as a result of specific investment in our Career Center with a focus on internships.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	USF Tampa
Amount Allocated:	19,075,850

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. *Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Investment made in incremental Financial Aid	\$1,200,000	Metrics 3 and 7
Investments made in Infrastructure to support student success	\$4,000,000	All Metrics are impacted
Investments made in Faculty in Areas of Strategic Emphasis	\$11,313,600	Metrics 1, 2, 3, 4, 5, 6, 8
Enhance Student Success, Services, and Resources	\$2,562,250	Metrics 4 & 5

- II. *Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.*

Investment made in incremental Financial Aid: This initiative provides new funds to supplement USF's existing merit-based financial aid pool to continue to attract high-ability students.

Return on Investment: Continued improvements in reducing the cost of earning a degree as well as access for our students.

Investments made in Infrastructure to support student success: Funding for campus infrastructure areas including Information Technology, Student Services and Campus Safety require continuous investments to allow for the most effective support and tools for our students, faculty and staff for instructional, research and operational support.

Return on Investment: These infrastructure investments will provide payback for all areas covered by the performance based metrics.

Investments made in Faculty in Areas of Strategic Emphasis: Building upon our 2014-15 initiative, further investment is being made in faculty, specifically in support of STEM and other areas of strategic emphasis.

Return on Investment: Attracting new faculty in areas of strategic emphasis as well as retention of existing quality faculty in these areas will garner returns measured in instructional output as well as research expenditures.

Enhance Student Success, Services, and Resources: Continued investment in support of student success such as advising, recruiting, and faculty instructional development will allow USF to continue its high scores around retention and 6-year graduation rates.



**State University System
Education and General
Performance Funds from FY 2015-2016
Reporting Template**

University:	University of West Florida
Amount Allocated:	\$15,670,501

In describing the intended use of the 2015-2016 performance funds allocated to your university, this form consists of the following two parts:

- I. Using the table below, please list the initiative(s), dollar impact, and performance metric(s) that would be improved as a result of that initiative. The total dollar value of all the university initiatives listed in Table 1 should equal the total amount of performance funds allocated to your institution for FY 2015-2016.*

Table 1

University Initiative	Dollar Value	Performance Metric
Faculty Hiring	\$3,526,438	6-year Graduation Rate, Bachelor's and Graduate Degrees Awarded in Areas of Strategic Emphasis
Add Academic Advisors and Enhance Support for Advising	\$1,350,000	6-year Graduation Rate, Academic Progress Rate and Reduced Excess Hours
Student Success Initiatives	\$1,000,000	6-year Graduation Rate, Academic Progress Rate and Reduced Excess Hours
Operating Support	\$9,794,063	Impacts all metrics

II. Please provide a detailed description of each university initiative listed in Table 1 – including the anticipated return on investment, the performance metric(s) to be improved upon as a result of the initiative, and the dollar value needed to support the improvement and/or success of the initiative.

Faculty Hiring:

UWF is committed to planning and investing strategically to enhance student access and educational attainment and to develop distinctive academic and research programs that respond to regional and state needs. The single most important component to UWF's success in these efforts is its faculty. UWF's current student to full-time faculty ratio is among the highest in comparison to peer and aspirant institutions.

New performance funding will enable UWF to hire an additional 50 faculty in areas of strategic emphasis. Increased faculty will enable UWF to increase partnerships with many regional businesses and with other SUS institutions to address shortages in critical, high-skill, high-wage areas of strategic emphasis. (e.g., Cybersecurity, Mechanical Engineering, Entrepreneurship, Supply Chain Logistics, and Nursing Practice).

Having more faculty engaged in research (both at the undergraduate and graduate levels) and other high impact learning activities with students provide real-world experiences that reinforce student learning in the classroom. Research shows that these experiences have a positive impact on student retention and the level of student success after graduation. (\$3,526,438)

Return on Investment:

UWF anticipates the following improvements in its performance metrics:

- 6-year Graduation Rate - Increase to 55% in 2019 up from 51% in 2015.
- Bachelor's Degrees Awarded in Areas of Strategic Emphasis – Increase to 52% up from 50% in 2015.
- Graduate Degrees Awarded in Areas of Strategic Emphasis – Increase to 48% up from 47% in 2015.

Add Academic Advisors and Enhance Support for Advising:

Instructional excellence and advising are the two most important aspects of the higher education experience for UWF students. Academic advising is the only structured, required activity on the campus in which all students have the opportunity for ongoing, one-to-one interaction with a representative of the institution who is trained specifically in graduation requirements, excess

hours tracking, early warning procedures, and many other aspects of helping students successfully navigate their academic programs of study . Research confirms that contact with a significant person within an institution of higher education is a crucial factor in a student's decision to remain in college. Student contact with a caring advisor, as well as other positive experiences that stem from academic advising, is a crucial retention tool.

The UWF attrition rate has hovered around the 45% mark, a rate that will prevent the institution from reaching the "Excellence" levels on BOG performance metrics. UWF must significantly lower its attrition rate in order to gain the funding needed to support even a minimal level of functionality. Since academic advising has an important role in student persistence, it is imperative that areas of improvement are identified and solutions be found and implemented to decrease the percentage of non-returning students.

The National Academic Advising Association recommends an advisor/advisee ratio of 300:1 for professional advisors. Those departments that are in need of an immediate investment of advising resources because of an unusually high advisor/advisee include Computer Science, Biology, Exercise Science, Community Health and Physical Education, Accounting, Finance, and Communication Arts. The performance funds will be used to hire additional advisors in these areas and to provide enhanced training and support for all advisors. (\$1,350,000)

Return on Investment:

UWF anticipates the following improvements in its performance metrics:

- 6-year Graduation Rate - Increase to 55% in 2019 up from 51% in 2015.
- Academic Progress Rate - Increase to 72% up from 65% in 2015.
- Bachelor's Degrees without Excess Hours - Achieve target of 68% in 2019.

Student Success Initiatives:

UWF is a comprehensive, regional University that serves a large number of First Generation Students who experience a multitude of unique challenges and obstacles on their way to successful degree completion. We are dedicated to helping students excel in their studies, graduate on time at the lowest possible cost, and move on to fulfilling careers. The University has launched a series of innovative initiatives aimed at creating a clear and visible path for students to graduate and achieve their ultimate career goals.

Many of these programs were initiated as part of UWF's 2014-2015 performance funding improvement plan without the assistance of any additional resources. The performance funding will enable us to sustain these important initiatives. (\$1,000,000)

- Continue providing a Financial Literacy Program to help students understand the complex landscape of options and requirements that often accompany paying for a university education.
- Implement effective Progress to Degree benchmarks to enable students to realize measurable success at various stages in their degree program.
- Enhance *DegreeWorks* to provide UWF students with the ability to explore different degree plans and fully understand remaining degree requirements to include continued support of the *DegreeWorks Student Planner* which will enhance the advising experience by providing advisors a platform to create and track a long-range academic plan for students.
- Maintain support and continue training faculty and staff in the use of *College Scheduler*, a separate web-based schedule-planning tool that provides students with scheduling options to ensure they register for the maximum number of credit hours, therefore decreasing their time to degree.
- Continue administering the early warning assessment tool that is administered to incoming FTIC students at UWF during summer orientation and identifies individuals who might be at risk based on non-cognitive factors. The results provide predictive models needed to develop and suggest programs, plan interventions, and offer assistance to specific students.
- Enhance the Supplemental Instruction Program that emphasizes the development of organizational skills, questioning techniques, and test preparation strategies in an effort to increase retention and improve grades in historically difficult courses. Supplemental instruction will be a "free service" offered to all students in a targeted course. Supplemental instruction is a non-remedial approach to learning as the program focuses on high-risk courses rather than high-risk students.
- Further increase communication with students regarding the Excess Hours Policy to ensure UWF faculty, staff and students are fully informed of all aspects related to excess hour requirements.
- Increase participation in the freshman collaborative experiences including culturally-sensitive services that address the specific needs of first generation students and include programs that create opportunities for students to form relationships with faculty and advisors.
- Continued enhancement of professional readiness and career services by enhancing advising systems, practices and resources that ensure students are equipped to make good decisions regarding choice of major and career.

- Further expand mentoring programs to foster the development of early relationship building between students and potential employers by expanding industry partnerships and internships.

Return on Investment:

UWF anticipates the following improvements in its performance metrics:

- 6-year Graduation Rate - Increase to 55% in 2019 up from 51% in 2015.
- Academic Progress Rate - Increase to 72% up from 65% in 2015.
- Bachelor's Degrees without Excess Hours - Achieve target of 68% in 2019.

Operating Support:

The amount shown for operating support represents the allocation of our institutional investment. These funds have already been allocated by the University for operating support and infrastructure. The amount represents approximately 8.6% of our operating budget. (\$9,794,063)

Return on Investment: Maintenance of these resources will enable UWF to continue to fulfill its basic mission to provide students with access to high-quality, relevant, and affordable undergraduate and graduate programs.