



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Budget and Finance Committee
University of Central Florida
Live Oak Center, Ferrell Commons
Orlando, Florida
February 21, 2012
10:30 a.m.

Chair: Tico Perez; Vice-Chair: Tom Kuntz
Members: Beard, Colson, Long, Parker, Rood, Temple, Tripp

1. Call to Order Governor Tico Perez
2. Meeting Minutes, November 9, 2011 Governor Perez
3. 2013-14 Draft LBR Guidelines Tim Jones,
Chief Financial Officer
4. Fee Proposals University Representatives
 - a. Florida A&M University
 - i. Bar Review Preparation Fee
 - ii. Physical Therapy Preparation Fee
 - b. University of West Florida
 - i. Green Fee
 - ii. Nautilus Card Fee
 - c. University of North Florida
 - i. Academic Enhancement Fee
 - d. University of South Florida
 - i. Academic Enrichment and Opportunity Fee
 - e. University of Florida
 - i. Undergraduate Enhancement Fee
5. Concluding Remarks and Adjournment Governor Perez

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
February 21, 2012**

SUBJECT: Approval of Minutes of Meeting held November 9, 2011

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on November 9, 2011 at Florida Atlantic University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on November 9, 2011 at Florida Atlantic University.

Supporting Documentation Included: Minutes: November 9, 2011

Facilitators/Presenters: Governor Perez

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BUDGET AND FINANCE COMMITTEE
FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA
NOVEMBER 9, 2011

Mr. Tico Perez, Chair, convened the meeting of the Budget and Finance Committee at 12:00 PM. Members present were Dick Beard, Norman Tripp, Mori Hosseini, Ann Duncan, John Rood and Mike Long. Other Board members present were Ava Parker, Dean Colson, Gus Stavros, Dr. Rick Yost, Patricia Frost, Frank Martin, Chris Corr and John Temple.

1. Call to Order

Mr. Perez called the meeting to order and thanked the members for their attendance.

2. Approval of September 14, 2011, Meeting Minutes

Mr. Tripp moved that the Committee approve the notes of the meeting held September 14, 2011 as presented. Ms. Duncan seconded the motion, and members of the Committee concurred.

3. 2011 New Fees Report to the Legislature

Mr. Perez stated that in 2010, when the legislature gave the Board the authority to consider new fees, they also required the Board to submit an annual report summarizing new fee proposals received and actions taken by the Board on those proposals. Included in the packet is a draft report that includes the new fees implemented this fall, the amount of the new fee, projected revenues and expenditures.

Seeing no questions, Mr. Beard moved that the Committee approve the report as presented. Ms. Duncan seconded the motion, and members of the Committee concurred.

4. New Fees under Consideration

Mr. Perez introduced the next item as information only. This is a list of new fees and increases to existing fees that are being discussed on some of the campuses. This information not only as a heads-up to this committee and the Board, but also ensures that appropriate dialogue is taking place between university leadership and the students. So we appreciate the submission of this information.

Formal proposals are due to the Board office on January 16. Mr. Perez indicated that a Budget & Finance Committee meeting will be scheduled sometime in February to consider the proposals.

5. Market Tuition Proposals

Mr. Perez noted that five universities have submitted a total of 17 market tuition proposals. Fifteen minutes has been allotted for each university to present their proposals.

Mr. Perez reminded the Committee that the Board implemented a pilot period in order to collect sufficient information to determine the merit and success of market tuition programs. During the pilot period, the Board would approve no more than five market tuition programs per university per year. After three years the university will submit their findings to this committee and we would make any recommendations for changes.

Board regulation also requires an annual status report. Included in the material is an update for each of market tuition programs that the Board approved this past February. Since approval was just granted a few months ago, not all programs have been implemented or are far enough along to provide any data. Hopefully next fall data will be available to see how the programs are coming along.

Mr. Perez indicated that each proposal would be presented and then the Committee would vote on each proposal individually.

a. University of Central Florida – Dr. Tony Waldrop, Provost:

Mr. Waldrop presented the Professional Master of Science in Health Care Informatics proposal. After discussion, Governor Duncan moved that the

market tuition proposal be approved. Mr. Hosseini seconded the motion and the Committee concurred unanimously.

b. Florida International University - Dean Joyce Elam, College of Business Administration:

Dean Elam presented five market tuition proposals; Master of Science in Construction Management, Masters in Mass Communication – Global Strategic Management, Master of Science in Engineering Management, Master of Science in Finance, and Executive Masters in Taxation.

- Mr. Beard moved that the Master of Science in Construction Management be approved. Mr. Long seconded the motion and the Committee concurred unanimously.
- Mr. Beard moved that the Masters in Mass Communication – Global Strategic Management be approved. Mr. Long seconded the motion and the Committee concurred unanimously.
- The Committee questioned the market tuition rate being proposed for the Master of Science in Engineering Management. Dean Elam indicated that the program being offered in the Dominican Republic reflects the market rate in that country and the costs fully cover the program implemented and is not be subsidized by market rates charged in the United States. Mr. Beard moved that the Master of Science in Engineering Management be approved. Mr. Tripp seconded the motion and the Committee concurred unanimously.
- Mr. Long moved that the Master of Science in Finance be approved. Mr. Beard seconded the motion and the Committee concurred unanimously.
- Mr. Beard moved that the Executive Masters in Taxation be approved. Mr. Long seconded the motion and the Committee concurred unanimously.

c. Florida State University – Dr. Garnett Stokes, Provost:

Dr. Stokes presented four market tuition proposals; Master in Criminal Justice, Master of Science in Instructional Systems, Graduate Certificate in Project Management, and the School of Communication Science and Disorders' Bridge Certificate Program.

- Ms. Duncan moved that the Master in Criminal Justice be approved. Mr. Long seconded the motion and the Committee concurred unanimously.
- Ms. Duncan moved that the Master of Science in Instructional Systems be approved. Mr. Rood seconded the motion and the Committee concurred unanimously.
- Ms. Duncan moved that the Graduate Certificate in Project Management. Mr. Tripp seconded the motion and the Committee concurred unanimously.
- Mr. Rood moved that the School of Communication Science and Disorders' Bridge Certificate Program be approved. Ms. Duncan seconded the motion and the Committee concurred unanimously.

d. University of Florida – Dr. Joe Glover, Provost:

Dr. Glover presented three market tuition proposals; Master of Arts in Mass Communication, Master of Arts in Urban and Regional Planning, and Master of Science in Soil and Water Science.

- Mr. Perez questioned Dr. Glover about the use of a private vendor for the Master of Arts in Mass Communication and Master of Arts in Urban and Regional Planning. Dr. Glover explained the role the private vendor will have, the colleges' need for external expertise, and the amount to be paid to the vendor. Mr. Perez indicated some concerns about utilizing a private vendor to develop, market and recruit students for the program and the need to basically double tuition to pay the vendor a significant portion of the revenue generated.

Mr. Tripp moved that the Master of Arts in Mass Communication be approved. Ms. Duncan seconded the motion and the Committee concurred with a vote of 6-1. Mr. Beard, Ms. Duncan, Mr. Hosseini, Mr. Rood, Mr. Tripp and Mr. Long voted in favor of the motion, with Mr. Perez opposing.

- Mr. Rood moved that the Master of Arts in Urban and Regional Planning be approved. Mr. Tripp seconded the motion and the Committee concurred with a vote of 6-1. Mr. Beard, Ms. Duncan, Mr. Hosseini, Mr. Rood, Mr. Tripp and Mr. Long voted in favor of the motion, with Mr. Perez opposing.

- Mr. Tripp moved that the Master of Science in Soil and Water Science program be approved. Mr. Rood seconded the motion and the Committee concurred.

e. University of South Florida – Dr. Ralph Wilcox, Provost:

Dr. Wilcox presented five market tuition proposals; Professional Master of Science in Electrical Engineering, Master of Science in Entrepreneurship, Master of Science in Management Information Systems, Master of Science in Nurse Anesthesia, and Master of Public Administration.

- Ms. Duncan moved that the Professional Master of Science in Electrical Engineering be approved. Mr. Tripp seconded the motion and the Committee concurred unanimously.
- Ms. Duncan moved that the Master of Science in Entrepreneurship be approved. Mr. Rood seconded the motion and the Committee concurred unanimously.
- Ms. Rood moved that the Master of Science in Management Information Systems. Mr. Long seconded the motion and the Committee concurred unanimously.
- Ms. Duncan moved that the Master of Science in Nurse Anesthesia Program be approved. Mr. Long seconded the motion and the Committee concurred unanimously.
- Mr. Long moved that the Master of Science in Nurse Anesthesia Program be approved. Ms. Duncan seconded the motion and the Committee concurred unanimously.

6. **Concluding Remarks and Adjournment**

Mr. Perez reminded the universities that new fee proposals should be forwarded to the Committee no later than January 16, 2012.

Having no further business, the meeting was adjourned at 1:28 PM.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
February 21, 2012**

SUBJECT: Draft 2013-14 Legislative Budget Request (LBR) Guidelines

PROPOSED COMMITTEE ACTION

For information only.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2013-2014 operating and fixed capital outlay budget request at the March Board meeting.

These draft guidelines are being submitted for review by the committee. Any proposed changes can be made before final action is taken in March.

The Board of Governors will hear presentations on university work plans, which will include legislative budget needs, during the June meeting. The Board will then review and approve a 2013-2014 operating and fixed capital outlay LBR at the September 2012 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

Supporting Documentation Included: 2013-2014 Draft LBR Guidelines

Facilitators/Presenters: Tim Jones

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State University System Florida Board of Governors 201~~32~~-1~~43~~ Legislative Budget Request Development Policy Guidelines

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of a LBR to the Legislature and Governor based on an independent judgment of needs.

The 201~~32~~-201~~43~~ LBR will utilize the 2012 university work plans ~~shall be need-based~~ and ~~will~~ provide flexibility for the Board of Governors (Board) and individual university~~yies~~' boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the 2012-2025 State University System (SUS) Strategic Plan, address specific institutional issues as outlined in the university work plans, and demonstrate accountability/-justification. The following goals ~~and objectives~~ of the SUS Strategic Plan will be addressed in the request:

1. Excellence~~Access to and production of degrees~~
2. Productivity~~Meeting statewide professional and workforce needs~~
3. Strategic Priorities for a Knowledge Economy~~Building world-class academic programs and research capacity~~
- ~~4. Meeting community needs and fulfilling unique institutional missions~~

These System goals ~~and objectives~~, as well as institutional goals and initiatives outlined in university work plans, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs.
 - a. Administered Funds – Funds will be requested for the annualization associated with the 201~~21~~-201~~32~~ change in employee salary and benefits, if appropriated by the 201~~21~~ Legislature.
 - b. Major Gift Program – Although this program was suspended on June 30, 2011, \$285.8 million in unmatched gifts exist. Funds will be requested to match
- DRAFT FEB 2012~~Approved 3/24/11~~



~~these eligible donations. continue support at 100% for the major gift matching program.~~

- c. Plant operations and maintenance for new and existing buildings –
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 201~~24~~-201~~32~~;
 - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 201~~32~~-201~~43~~.
 - iii. Funds will be requested for the increased utilities and operating costs of existing buildings.
- d. Faculty and Staff Retention – Keeping qualified faculty and staff is paramount to student success, and ensuring that the universities continue to be included in administered funds will be closely monitored-.
- e. Medical Education – Funding will be requested for continued implementation of the FIU and UCF medical schools and for Board approved issues at existing medical schools.

2. Strategic Plan Goals – System and university funding requests should focus on one of the system priorities:

- a. Strengthen Quality & Reputation of Academic Programs and Universities
 - b. Increase Degree Productivity and Program Efficiency
 - c. Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
 - d. Strengthen Quality & Reputation of Scholarship, Research, and Innovation
 - e. Increase Research and Commercialization Activity
 - f. Increase Collaboration and External Support for Research Activity
 - g. Strengthen Quality & Recognition of Commitment to Community and Business Engagement
 - h. Increase Levels of Community and Business Engagement
 - i. Increase Community and Business Workforce
- ~~2. SUS Strategic Plan Goals—Program and funding requests will be considered to increase access, address shortages in critical state workforce areas, and for the development and maintenance of nationally and internationally preeminent academic programs and research centers.~~



3. ~~New Florida—The ability to build the knowledge and innovation economy requires high technology, high wage jobs in the fields of science, technology, engineering and mathematics (STEM), as well as medicine and health care, finance, insurance, professional services, and education. The SUS can and should be the driver of Florida's new economy. Funding will be requested for this initiative.~~

~~Utilizing university work plans and the accountability metrics in the annual report, New Florida funding will focus on increased targeted Degrees, workload increases; attracting top-level students, researchers, and industry; creating a strategic research agenda; and focusing each university on fulfilling its distinctive mission.~~

4. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.

5. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources.

6. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.

The following represents the timeline for submission of the SUS 201~~32~~-201~~43~~ LBR for operations:

- March: ~~The~~ Board approves the LBR Policy Guidelines.
- May: Universities submit LBR issues as a component of the 201~~21~~ work plans.
- June: Board rReviews university work plans in which goals, initiatives, and financial assumptions are aligned with submitted LBR issues.
- July – Aug: Chancellor works with universities to develop any system and university LBR issues.
- September: Board approves the operating LBR.
- October: Operating LBR is submitted to the Governor and Legislature.
- January: If necessary, potential amendments will be considered.



Fixed Capital Outlay Funds¹:

1. Public Education Capital Outlay (PECO) funding for Remodeling/Renovation/Maintenance/Repair will be requested pursuant to the provisions of Section 1013.64(1)(a), Florida Statutes.
2. The university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended² PECO projects in the following priority order:

~~a. Matching external funds from non-private sources.~~

~~b.a.~~ Continuation projects

- i. Funded by the Legislature in the amount and in the year as last included on the Board adopted three year list.
- ii. Funded by the Legislature, but not on the Board adopted three year list.
- iii. Require additional funding to complete project as originally requested.

~~c.b.~~ Utilities/infrastructure/capital renewal/roofs needs.

~~d.c.~~ Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation for demolition and

¹ Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2011-12. This standard applies both to the university as a whole and on a site-specific basis.

² Specific survey recommendation is not required for infrastructure and matching funds projects.



technology upgrades that are in accordance with Section 1013.64(4)(a), Florida Statutes. (Survey recommendation).

~~e. Instructional, then research, followed by support space needs to include projects that will bring each university to the system average percentage of formula need.~~

~~f.d.~~ Projects to provide specialized space required for a newly approved academic program.

~~e.~~ Land or building acquisition in accordance with university board of trustees adopted master plans.

~~f.~~ New facilities, as needed to meet instructional and support space needs.

~~g.~~

~~h.g.~~ Non-survey recommended projects.

3. Special consideration and emphasis will be given to proposed joint-use PECO projects that meet the requirements of Section 1013.52, Florida Statutes, as well as PECO projects included in university work plans as a component of the New Florida initiative.

4. State matching funds for the facilities enhancement matching program will continue to be requested for eligible projects ~~as proposed by the universities~~ that ~~met~~ the eligibility requirements of Section 1013.79, Florida Statutes prior to suspension of the program.

5. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62, Florida Statutes.

6. Each facilities project should be designated by strategic type:

Medical Education

Strategic Discipline (Teaching, Nursing, Engineering)

Economic Development/Enhanced Critical Research

Improved Geographic Access

Campus Sustainability

Increased Baccalaureate Production

Other

The following represents the timeline for submission of the SUS ~~2013-1411-2012~~ Fixed Capital Outlay LBR:

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- March ~~The~~ Board approves the LBR Policy Guidelines.
- April: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs to include proposed projects and authorizations. Board staff will review draft CIPs with university designee(s).
- May Universities submit five-year CIP summary as a component of the 2012~~1~~ work plans.
- June: ~~The~~ Board reviews university work plans which includes proposed five-year CIP summary
- August: Universities submit five-year CIPs.
- September: Board approves the fixed capital outlay (FCO) LBR.
- October: Fixed capital outlay LBR is submitted to the Governor and Legislature.
- December: Universities submit amended FCO requests to Board.
- January: Board approves ~~sal~~es of amended FCO requests.
- March: If necessary, potential PECO amendments to reflect March PECO revenue estimating conference allocations.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
February 21, 2012

SUBJECT: University Fee Proposals

PROPOSED COMMITTEE ACTION

The Committee will consider university fee proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.003

BACKGROUND INFORMATION

The Board and the universities worked during the summer and fall of 2010 to develop regulations for the review and implementation of university fee and flexible tuition proposals. The Board's work resulted in the revision of Regulation 7.003.

In the Spring of 2011 the Board reviewed numerous fee proposals and ultimately approved three new university fees and one increase to an existing fee that was capped in statute. The Board then clarified Regulation 7.003 to provide universities with more guidance on the types of new fees that would be considered. Specifically the following new guidance was included in the regulation:

- The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- The fee cannot be utilized to create additional bonding capacity in an existing fee.
- The fee cannot be used to support services or activities that have been paid for with education and general funds.
- The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.

For new fees effective with the Fall 2012 term, university proposals were submitted on January 17. Five universities are requesting a new fee(s) and one university is requesting an increase to an existing fee that has a statutory cap.

Universities have submitted the following fees for consideration:

- a. Florida A&M University
 - i. Bar Review Preparation Fee
 - ii. Physical Therapy Preparation Fee
- b. University of West Florida
 - i. Green Fee
 - ii. Nautilus Card Fee (increase to an existing fee)
- c. University of North Florida
 - i. Academic Enhancement Fee
- d. University of South Florida
 - i. Academic Enrichment and Opportunity Fee
- e. University of Florida
 - i. Undergraduate Enhancement Fee

Included in the backup material is a summary of fee proposal submissions, a copy of Regulation 7.003, each university fee proposal, and the 2010-11 Annual Accountability Report.

Supporting Documentation Included:	1. Summary of university fee proposals 2. Regulation 7.003 3. University fee proposals 4. 2010-11 Annual Accountability Report
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Facilitators/Presenters:	Governor Perez / University Representatives
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University New Fee Proposals Submitted January 17, 2012

Pursuant to Regulation 7.003(24), universities are proposing the following new fees:

Univ.	Fee Title	Amount (per credit hour unless noted)	% of UG Tuition (if appropriate)	Estimated Revenue	Description
FAMU	Bar Review Preparation	\$2,400 for the exam	NA	\$480,000	The purpose of the fee is to increase accessibility to test preparation through substantive bar review courses for College of Law (COL) Students. This fee will be required as part of the curriculum which will include the required taking of one of two courses offered by the COL for the purpose of enhancing bar examination test taking skills and participation in the COL Bar Exam Success Training (B.E.S.T.) skills development program. By making substantive bar review a required part of the curriculum, the fee will be a part of the cost of attendance and thus eligible for financial aid. Additionally the fee is anticipated to lower the total cost to students who complete examination preparation courses by negotiating a contract rate that is significantly less than what is available through private, for-profit providers. The fee will only be charged during the students' final year of law school.
FAMU	Doctor of Physical Therapy (DPT) Board Review Preparation Fee	\$200 for the exam	NA	\$6,000	The purpose of this fee is to secure an outside licensure review company to conduct a comprehensive review to assure the success of the Doctor of Physical Therapy students on the National Physical Therapy Exam (NPTE). This fee will be required as part of the curriculum and will be a part of the course PHT 6960- Professional PT Practice aimed at improving board

					examination performance. By making substantive board review a required part of the curriculum, the fee will be part of the cost of attendance and thus eligible for financial aid. The fee will only be charged during the final semester of the program. At a student's request, a waiver of the fee may be approved.
UWF	Green Energy Fee	No more than \$1.00 per credit hour	0.97% of UG In-State Tuition 0.42% of Graduate In-State Tuition	\$273,274	<p>A student supported Green Energy Fee would be used to fund campus energy efficiency and renewable energy projects at the University of West Florida in an effort to reduce energy costs and lower greenhouse gas emissions. The intent of the proposed fee aligns with the intentions of the strategic plan for the Board of Governors as well as the goals outlined in UWF's annual work plan. Potential projects include:</p> <ul style="list-style-type: none"> • Solar panel covered parking lots to help generate electric power • Filtered water fountains • Solar umbrellas • Geo-thermal heating/cooling systems • Weatherization of older buildings • Construction and monitoring of a sustainable green energy residence for 4 to 5 students which could serve as a living/learning laboratory for sustainable technology education
UNF	Academic Enhancement Fee	5% of Tuition (if applied against the 2011-12 tuition the amount per credit hour would be \$5.16 per credit hour)	5%	\$2,131,861	The proposal focuses on improving student retention, graduation rates, and lessening average time-to-degree. The initiatives in this proposal also address the Board of Governors' emphasis on increasing support for degrees in STEM-related disciplines.

USF	Academic Enrichment & Opportunity Fee	Will be per credit hour and tied to the Legislative base tuition increase. If there is a tuition increase, the Technology and Financial Aid Fee will not increase. Thus making the fee revenue neutral.		\$751,704 (Tampa Campus)	The Academic Enrichment and Opportunity fee, proposed for implementation in the 2012-2013 academic year, is intended to enhance the educational experience of students at the University of South Florida. Revenues from the proposed fee will be used to provide USF students with an expanded array of new educational opportunities, allowing them to benefit from academic travel, internships, lecture series, research, service projects, and other academic enrichment programming. These new and expanded programs will help students develop the social, cultural, and scientific skills necessary to assuring USF students of a competitive edge and success in the global marketplace. The fee will allow the University of South Florida to stand out amongst its peer global research universities, therefore increasing the prestige of the institution and the degree received here. The opportunities made possible by this fee will be available to all USF students, whether they be Undergraduate, Graduate, or Medical students.
UF	Undergraduate Enhancement Fee	6.55% of Tuition (if applied against the 2011-12 tuition the amount per credit hour would be \$6.76 per credit hour)	6.55%	\$7.4 M	This fee will enhance the educational opportunities afforded to undergraduates by enhancing course offerings and teaching staff. Some of the fee will be devoted to increasing the stipends of graduate teaching assistants (GTAs). This will facilitate recruitment of more talented, better qualified, and trained GTAs in a fiercely competitive national market, thereby improving the quality of the undergraduate experience in classes led or assisted by GTAs. It will also facilitate recruitment of more teaching staff (primarily GTAs) which will lead to reduced class sizes and promote more one-on-one interaction between instructors and students.

University Increases to Existing Fee Proposals Submitted January 17, 2012

Pursuant to Regulation 7.003(2) and (3), universities are requesting an increase in the following fees:

Univ.	Fee Title	Current Statutory Fee Amount	Proposed Fee Amount	Current Revenue	Estimated Revenue	Description
UWF	Nautilus Card Fee	\$10 Annually	\$20 Annually	\$110,000	\$220,000	<p>This is an increase in an existing fee under BOG regulation 7.003 section 2(a) and section 3. Statute limits this fee to no more than \$10 annually.</p> <p>This fee funds the Nautilus Card operation. UWF's security, access, identification card is called the Nautilus Card. The Nautilus Card serves as the University's official ID card, library card, copy card, university debit card, access card, and meal plan card. The services provided include a safe and convenient method for making on-campus purchases and payments, door access to various facilities including residence halls and the Aquatic Center, and admittance to various campus events and services such as the fitness center.</p>

7.003 Fees, Fines and Penalties.

(1) The Board of Governors must authorize all fees assessed to students. Accordingly, the specific fees listed in this section, and the tuition and associated fees defined in Regulation 7.001, are the only fees that may be charged for state fundable credit hours without the specific approval of the Board, except as authorized in Regulation 8.002. For purposes of clarification, the term "at cost" or "cost" as used in this regulation includes those increased costs that are directly related to the delivery of the goods, services, or programs.

(2) Each university board of trustees is authorized to assess the following fees at the statutory amounts listed:

- (a) Security / Access / Identification Card, Duplicate Security / Access / Identification Card, Fee Card, or Passbook:
 - 1. Annual – cost up to \$10.00.
 - 2. All duplicates – cost up to \$15.00
- (b) Orientation Fee – up to \$35.00.
 - 1. Effective fall 2011, the board of trustees of the University of West Florida may assess a \$50 Orientation Fee.
- (c) Admissions Deposit – Up to \$200. The admissions deposit shall be imposed at the time of an applicant's acceptance to the university and shall be applied toward tuition upon registration and budgeted in the Student and Other Fee Trust Fund. In the event the applicant does not enroll in the university, the admissions deposit shall be budgeted in an auxiliary account of the university and used to expand financial assistance, scholarships, student academic and career counseling services, and admission services at the university.
- (d) Transcript Fee – per item; up to \$10.00.
- (e) Diploma Replacement Fee – per item; up to \$10.00.
- (f) Service Charge – up to \$15.00 for the payment of tuition and fees in installments.
- (g) Audit Registration Fees -- Audit registration assures a course space for the student; however, no grade is awarded. This fee is the same as the tuition and associated fees provided in Regulation 7.001. Budgeting of fee proceeds shall be in the Student and Other Fee Trust Fund.
- (h) Registration of Zero Hours -- Such registration provides for examinations, graduations, use of facilities, etc., when deemed appropriate by the institution. The student is assessed tuition and associated fees for one credit hour. The Zero Credit Fee shall be budgeted in the Student and Other Fee Trust Fund.
- (i) Application Fee -- Individuals who make application for admission to universities within the State University System shall pay a non-refundable Application Fee of not more than \$30.00. The fee shall be budgeted in the

Student and Other Fee Trust Fund. Provisions may be made to waive the application fee as specified by the university.

- (j) Late Registration Fee -- Universities shall assess a Late Registration Fee to students who fail to register before the end of the regular registration period. This fee may also be assessed to students reinstated after their course schedules were cancelled due to non-payment of fees. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Funds and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Registration Fee as specified by the university.
- (k) Late Payment Fee -- Universities may assess a Late Payment Fee to students who fail to pay, or make appropriate arrangements for payment (installment payment, deferment, or third-party billing), of tuition and associated fees by the deadline set by each university. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Fund and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Payment Fee as specified by the university.

(3) Before the Board's last meeting of each calendar year, the university board of trustees shall notify the Board of any potential increases in fees outlined in subparagraph (2). A university board of trustees may then submit a proposal for an increase in that fee to the Board of Governors' budget committee by January 15 for consideration by the committee during a February meeting.

- (a) The proposal shall be submitted in a format designated by the Chancellor and include at a minimum:
 - 1. The current and proposed increase to the fee and a description of the process used to determine the need for the increase, including any student involvement.
 - 2. The service or operation currently being funded by the fee.
 - 3. An analysis of whether the service or operation can be performed more efficiently to alleviate the need for any increase.
 - 4. The additional or enhanced service or operation to be implemented.
 - 5. Identification of other resources that could be used to meet this need.
 - 6. The financial impact on students, including those with financial need.
 - 7. The current revenue collected and expenditures from the current fee.
 - 8. The estimated revenue to be collected and expenditures for the fee increase.
- (b) The Board will act upon the budget committee recommendation at the next scheduled meeting.
- (c) An increase in these fees can only be implemented with the fall term.
- (d) Every five years the university board of trustees shall review the fee increase to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The

university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

(4) Each university board of trustees is authorized to establish separate activity and service, health, and athletic fees on the main campus, branch campus, or center.

- (a) The fees shall be retained by the university and paid into the separate activity and service, health, and athletic funds. A university may transfer revenues derived from the fees authorized pursuant to this section to a university direct-support organization of the university pursuant to a written agreement approved by the Board of Governors.
- (b) The sum of the activity and service, health, and athletic fees a student is required to pay to register for a course shall not exceed 40 percent of the tuition. Within the 40 percent cap, universities may not increase the aggregate sum of activity and service, health, and athletic fees more than 5 percent per year or the same percentage increase in tuition, whichever is higher..
- (c) A university may increase its athletic fee to defray the costs associated with changing National Collegiate Athletic Association divisions. Any such increase in the athletic fee may exceed both the 40 percent cap and the 5 percent cap imposed by this subsection. Any such increase must be approved by the athletic fee committee in the process outlined in subparagraph (4)(d) and cannot exceed \$2 per credit hour.
- (d) Increases in the health, athletic, and activity and service fee must be recommended by a fee committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term.
- (e) The student activity and service fee shall be expended for lawful purposes to benefit the student body in general. This shall include, but shall not be limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university without regard to race, sex, or religion. The fee may not benefit activities for which an admission fee is charged to students, except for student-government-association-sponsored concerts. The allocation and expenditure of the fees shall be determined by the student government association of the university, except that the president of the university may veto any line item or portion thereof within the budget when

submitted by the student government association legislative body. The university president shall have 15 school days from the date of presentation of the budget to act on the allocation and expenditure recommendations, which shall be deemed approved if no action is taken within the 15 school days. If any line item or portion thereof within the budget is vetoed, the student government association legislative body shall within 15 school days make new budget recommendations for expenditure of the vetoed portion of the fees. If the university president vetoes any line item or portion thereof within the new budget revisions, the university president may reallocate by line item that vetoed portion to bond obligations guaranteed by activity and service fees.

- (f) Unexpended fees and undisbursed fees remaining at the end of a fiscal year shall be carried over and remain in the student activity and service fund and be available for allocation and expenditure during the next fiscal year.

(5) Technology Fee – Each university board of trustees may establish a technology fee to be paid by all students. The fee may be up to 5 percent of the tuition charged per credit hour. The revenue from this fee shall be used to enhance instructional technology resources for students and faculty. The revenue and expenditures shall be budgeted in the Local Fund budget entity.

(6) Off-Campus Educational Activities - As used herein, "off-campus" refers to locations other than state-funded main campuses, branch campuses, or centers. Each university board of trustees is authorized to establish fees for state fundable off-campus course offerings when the location results in specific, identifiable increased costs to the university. These fees will be in addition to the tuition and associated fees charged to students enrolling in these courses on-campus. The additional fees charged are for the purpose of recovering the increased costs resulting from off-campus vis-à-vis on-campus offerings. The university shall budget the fees collected for these courses to the Student and Other Fee Trust Funds. Each university shall use the additional fees collected to cover the increased cost of these courses and reimburse the appropriate Educational and General fund, or other appropriate fund if the costs are incurred in other than Educational and General funds.

(7) Material and Supply Fees - Each university board of trustees is authorized to assess Material and Supply Fees not to exceed the amount necessary to offset the cost of materials or supply items which are consumed in the course of the student's instructional activities, excluding the cost of equipment and equipment repairs and maintenance. Revenues from such fees shall be budgeted in the Auxiliary Trust Fund.

- (8) Housing Rental Rates – Basic rates for housing rental shall be set by each university board of trustees. In addition, the university board of trustees is authorized to establish miscellaneous housing charges for services provided by the university at the request of the students.
- (9) Parking Fines, Permits and Decals -- Each university board of trustees shall establish charges for parking decals, permits and parking fines.
- (10) Transportation Access Fee - Each university board of trustees is authorized to establish a transportation access fee, with appropriate input from students, to support the university's transportation infrastructure and to increase student access to transportation services.
- (11) Returned Check Fee -- Each university board of trustees shall assess a service charge for unpaid checks returned to the university.
- (12) Collection costs -- Each university board of trustees is authorized to assess a charge representing reasonable cost of collection efforts to effect payment for overdue accounts. Amounts received for collection costs shall be retained by the university.
- (13) Service Charge -- Each university board of trustees is authorized to assess a service charge on university loans in lieu of interest and administrative handling.
- (14) Educational Research Center for Child Development Fee -- Each university board of trustees is authorized to assess child care and service fees.
- (15) Transient Student Fee – Each university board of trustees is authorized to assess a fee not to exceed \$5.00 per distance learning course for accepting a transient student and processing the student's admissions application pursuant to Section 1004.091.
- (16) Building Fee – Each university board of trustees shall assess \$2.32 per credit hour per semester. No project proposed by a university which is to be funded by this fee shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university.
- (17) Capital Improvement Fee – Each university board of trustees shall assess \$2.44 per credit hour per semester. No project proposed by a university which is to be funded by this fee shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university.

(18) Student Financial Aid Fee – Each university board of trustees is authorized to collect for financial aid purposes an amount not to exceed 5 percent of the tuition and out-of-state fee. The revenues from fees are to remain at each university. A minimum of 75 percent of funds from the student financial aid fee shall be used to provide financial aid based on demonstrated financial need. Each university shall report annually to the Board of Governors on the revenue collected pursuant to this subsection, the amount carried forward, the criteria used to make awards, the amount and number of awards for each criterion, and a delineation of the distribution of such awards. The report shall include an assessment by category of the financial need of every student who receives an award, regardless of the purpose for which the award is received. Awards which are based on financial need shall be distributed in accordance with the federal methodology for determining need. An award for academic merit shall require a minimum overall grade point average of 3.0 on a 4.0 scale or the equivalent for both initial receipt of the award and renewal of the award.

(19) Each university board of trustees is authorized to assess the following fees which will have varied amounts:

- (a) Development Research School Fees – activity fees which shall be discretionary with each university.
- (b) Library Fines – per book or unit, per day; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (c) Overdue Reserve Library books – per book, per library hour; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (d) Late Equipment Fee, Physical Education – per item, per day.
- (e) Fees and fines relating to the use, late return, and loss and damage of facilities and equipment.
- (f) Distance Learning Fee.

(20) Each university board of trustees is authorized to assess reasonable fees for incidental non-academic services provided directly to individuals. This could include, but not be limited to, fees for duplicating, lost keys, copyright material, breakage, standardized tests, library loans.

(21) Each university board of trustees is authorized to assess an international student service fee to cover the university costs associated with reporting requirements of the Student and Exchange Visitor Information System administered by the Department of Homeland Security for F-Visa and J-Visa degree seeking students.

(22) Excess Hour Fee – This fee shall be budgeted in the Student and Other Fee Trust Fund.

- (a) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public

institution of higher education for the first time in fall 2009 or thereafter and prior to fall 2011 shall pay an excess hour fee equal to 50 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 120 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.

- (b) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education for the first time in fall 2011 or thereafter shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 115 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (c) Each university shall implement a process for notifying students of this fee upon a student's initial enrollment. A second notice must be provided to the student when the student has attempted the number of credit hours needed to complete the baccalaureate degree program in which the student is enrolled. The second notice must include a recommendation that each student who intends to earn credit hours at the university in excess of the credit hours required for the baccalaureate degree program in which the student is enrolled meet with the student's academic advisor.
- (d) All credit hours for courses taken at the university from which the student is seeking a baccalaureate degree shall be included when calculating the number of hours taken by a student, including:
 - 1. Failed courses.
 - 2. Courses dropped or withdrawn from after the university's advertised last day of the drop and add period, except as provided for in subparagraph (22)(e).
 - 3. Repeated courses, except repeated courses for which the student has paid the full cost of instruction as provided in Regulation 7.001(11).
 - 4. All credit hours earned at another institution and accepted for transfer by the university and applied toward the student's baccalaureate degree program.
- (e) All credit hours earned under the following circumstances shall not be calculated as hours required to earn a baccalaureate degree:
 - 1. College credits earned through an articulated accelerated mechanism.
 - 2. Credit hours earned through internship programs.
 - 3. Credit hours required for certification, recertification, or certificate programs.

4. Credit hours in courses from which a student must withdraw due to reasons of medical or personal hardship.
5. Credit hours taken by active-duty military personnel.
6. Credit hours required to achieve a dual major taken while pursuing a baccalaureate degree.
7. Remedial and English as a Second Language credit hours.
8. Credit hours earned in military science courses that are part of the Reserve Officers' Training Corps program.

(23) Convenience fee – Each university board of trustees may establish a convenience fee when accepting payments by credit cards, charge cards, and debit cards. The fee shall not be greater than the cost of providing the service. The fee is not refundable to the payor.

(24) Before the Board's last meeting of each calendar year, the university board of trustees shall notify the Board of any potential new fees that are being considered by the university. A university board of trustees may then submit a proposal for a new fee not currently authorized in Board regulation or statute to the Board of Governors' budget committee by January 15 for consideration by the committee during a February meeting.

(a) The proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The purpose to be served or accomplished with the fee.
2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.
3. The process used to assure substantial student input or involvement.
4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
5. The financial impact of the fee on students, including those with financial need.
6. The estimated revenue to be collected and proposed expenditures for the new fee.
7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.

(b) The aggregate sum of any fees approved by the Board that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.

(c) The fee can only be implemented in the fall term.

(d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.

(e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.

(f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.

(g) The fee cannot be utilized to create additional bonding capacity in an existing fee.

(h) The fee cannot be used to support services or activities that have been paid for with education and general funds.

(i) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.

(j) Once the Board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.

(k) The Board will act upon the budget committee recommendation at the next scheduled meeting.

(l) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

(m) If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(25) Pursuant to subparagraph (24), the university boards of trustees designated below are authorized to assess the following fees:

(a) Green Fee – This fee may be assessed to establish or improve the use of renewable energy technologies or energy efficiencies that lower the university's greenhouse emissions.

1. University of South Florida: up to \$1.00 per credit hour

2. New College of Florida: up to \$1.00 per credit hour

(b) Test Preparation Fee – at cost. This fee may be assessed to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination.

1. Florida International University

(c) Student Life and Services Fee – This fee may be assessed to expand student participation in transformational learning opportunities that build new and enhances ongoing activities which connect students to the institution.

1. University of North Florida: not to exceed 5 percent of tuition.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.003. Derived from 6C-2.74 and 6C-2.76, Amended and Renumbered 12-17-74, Amended 2-22-76, 6-22-76, 6-28-76, 11-1-76, 9-8-77, 2-14-79, 9-28-81, 12-7-82, 12-13-83, 10-2-84, Formerly 6C-7.03, Amended 1-8-86, 8-11-86, 12-25-86, 6-2-87, 10-17-89, 4-10-90, 1-7-91, 7-2-91, 9-15-91, 8-4-92, 11-9-92, 4-12-93, 5-30-93, 9-23-93, 8-1-94, 1-24-96, 4-16-96, 12-15-97, 8-28-00, 8-12-01, Amended and Renumbered as 7.003 9-25-08, Amended 12-10-09, 11-04-10, 9-15-11.

Florida A&M University

1. Bar Review Preparation Fee
2. Physical Therapy Preparation Fee
3. Tuition, Fees and Housing Projections
4. 2010-11 Annual Accountability Report
 - a. Page 16 - Licensure Exam Pass Rates

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**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

University: Florida A&M University

Date	
University Board of Trustees approval date:	December 8, 2011
Proposed fall implementation date (year):	2012
Description	
New fee title:	Bar Review Preparation Fee
Amount of new fee (per credit hour if applicable):	\$2,400
Proposed new fee as a percentage of tuition:¹	NA
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>The purpose of the fee is to increase accessibility to test preparation through substantive bar review courses for College of Law students. This fee will be required as part of the curriculum which will include the required taking of one of two courses offered by the College of Law for the purpose of enhancing bar examination test taking skills and participation in the College of Law Bar Exam Success Training (B.E.S.T.) skills development program. By making substantive bar review a required part of the curriculum, the fee will be part of the cost of attendance and thus eligible for financial aid. Additionally, the fee is anticipated to lower the total cost to students who complete examination preparation courses by negotiating a contract rate that is significantly less than what is available through private, for-profit providers. The fee will only be charged during students' final year of law school. At a student's request, a waiver of the fee may be approved.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p><i>Currently The American Bar Association requires the following of all approved law schools:</i> <i>(a) A law school shall maintain an educational program that prepares its students for admission to the bar, and effective and responsible participation in the legal profession.</i></p> <p>The taking a substantive bar review course for 10 weeks is a necessary preparation tool in addition to the full J.D. educational program. The cost of substantive bar review courses are often beyond the financial resources of students where such costs would not qualify for financial aid assistance. The inclusion of this cost in student fees will allow the student the assistance of financial aid resources.</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23) (b).

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Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

Describe the process used to assure substantial student input or involvement:

Law students were represented by the Student Bar Association (SBA) and through all major student organizations. A meeting was held with the student leadership where this proposal was discussed. The agreement with the proposal was unanimous and enthusiastic. A written statement from the student leaders is attached hereto.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

Students will both save substantially from group pricing discount and will be able to rely on financial aid resources including loans. Students normally would encounter the additional expense during their last year of law school; therefore there should be little negative impact for increased last semester costs. Should at any time the costs charged by a substantive bar review program exceed this \$2400 fee, the student will be responsible for any such additional cost. A review of current cost information from a leading bar review provider indicates that the amount of additional cost, should such occur, would be less than \$100.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

This fee may only be used to pay for a substantive bar review cost provided by a reputable vendor. Additional requirements for students benefitting from this fee include:

1. Students are required to take no later than their last semester in law school either Florida Bar Law and Skills (6966) or Multistate Bar Law and Skills (6304)
2. Students will be required to participate in and complete the College of Law Bar Exam Success Training (B.E.S.T.) skills development program or such equivalent program as may be approved by the College of Law.
3. Students are required to regularly attend and complete all assignments for both the funded substantive bar review program and the B.E.S.T. program. Attendance will be taken.

Revenues / Expenditures

Annual estimated revenue to be collected:	\$\$480,000 - Fee is at cost
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Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

Proposed Fee: \$2,400.00
 Participating Students: 200ⁱ
 Revenues: 480,000.00 (\$2,400.00 x 200 students)ⁱⁱ

**State University System
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Cost for Bar Review Course: \$2,400.00
Participating Students: 200
College Expenditures: 480,000.00 (\$2,400.00 x 200 students)ⁱⁱⁱ

ⁱ Number of students eligible to graduate will fluctuate from year to year. Students will also have an option to reject or opt out of the proposed fee.

ⁱⁱ Should at any time the costs charged by a substantive bar review program exceed this \$2400 fee, the student will be responsible for any such additional cost.

ⁱⁱⁱ The fee will be paid directly to the vendor of the student's choice. The fee will only be paid to a reputable and substantive bar review vendor.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

1. College of Law will receive reports of bar examination performance. The Florida bar results will be monitored for improvement in bar passage rates. The measure will be the institutional rate of bar passage increase as compared to prior annual examination performance.
2. Attendance and performance reports from the selected substantive bar review and B.E.S.T. program will be maintained and reviewed.

Other Information

1. Number of students impacted - Approximately 170 students per year are expected to take the examination preparation.

In 2010, 144 students graduated from the College of Law,
In 2011, 172, students graduated from the College of Law.

2. Current passage rates - The following data is for students who took the Florida Bar because only a few out-of-state jurisdictions report directly to the College of Law, while others do not. There is no official clearinghouse to track students that take the bar exam in an out-of-state jurisdiction.

Of the 2010 graduates, 74.54% of all takers passed the Florida Bar. The corresponding

**State University System
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Request to Implement a New Fee - Regulation 7.003(23)**

percentage for first time takers of 2010 graduates who took the Florida Bar is 65%.

3. Anticipated positive impact of fee on passage rates; what do we think the pass rate may rise to as a result of the exam prep if the fee is approved? - It is generally known that students who do not take a commercial review course have an extremely low first time bar passage rate, and those who do take such a course fare much better.

There is not the means to calculate the exact impact at this time. The Florida Bar does not provide information regarding whether unsuccessful or successful applicants have taken a commercial bar review. A significant number of such students have no informational contact with the College of Law after graduation making data collection difficult. Recently efforts at reaching students prior to graduation regarding their engagement with a commercial course have produced encouraging news as to a higher level of participation. There is insufficient prior data to make any statistical projection correlated with the commercial bar review course.

4. Affordability to students; will financial aid cover this? Information obtained by the FAMU Financial Aid Office indicates that exam preparations that are required by the academic program are eligible for financial aid. However, the commercial bar preparation course to be funded by this fee is not taken before graduation. It occurs for six weeks after graduation. This is true for all commercial bar prep. courses for all law schools because the students must "peak" at the moment the exam takes place.

5. Has FAMU talked with FIU since they had an exam prep fee approved for Law recently? Has our proposal been modeled after FIU's? Did we negotiate a reduced cost with the vendor as FIU did?

Yes prior discussion was had with FIU regarding their program. Our proposal is modeled closely after the approved FIU request. Prior negotiations with a major commercial bar review vendor produced a negotiated savings of about \$1000 per student based on the number of participants.

Memorandum

To: Leroy Pernell, Dean
CC: Jabari Bennett
From: Tremaine Reese
Date: 9/8/2011
Re: Bar Prep Fee Proposal

On behalf of the student body at Florida A&M University College of Law, I am pleased to lend the support of the Student Bar Association (SBA) in the study of applying a fee to the overall student cost of attendance that can be covered by financial aid to assist students with the financial burden related to bar preparation after graduation. The SBA shares the same sentiment of the administration that bar prep is a vital part of the complete law school/ bar passage venture. Additionally, the SBA is vested in exploring opportunities that will assist the student population in increasing the bar passage probability.

Please proceed with planning and exploration of this proposal with the knowledge that the student body is in full support of the efforts. If we can be of any assistance moving forward, please contact me. In the interim, I look forward to updates on where we stand in this effort.

Best regards,

Tremaine Reese

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**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

University: Florida A&M University

Date	
University Board of Trustees approval date:	December 8, 2011
Proposed fall implementation date (year):	Fall 2012
Description	
New fee title:	Doctor of Physical Therapy (DPT) Board Review Preparation Fee
Amount of new fee (per credit hour if applicable):	\$200.00
Proposed new fee as a percentage of tuition:¹	NA
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>The purpose of this fee is to secure an outside licensure review company to conduct a comprehensive review to assure the success of the Doctor of Physical Therapy students on the National Physical Therapy Exam (NPTE). This fee will be required as part of the curriculum and will be a part of the course PHT 6960- Professional PT Practice aimed at improving board examination performance. By making substantive board review a required part of the curriculum, the fee will be part of the cost of attendance and thus eligible for financial aid. The fee will only be charged during the final semester of the program. At a student's request, a waiver of the fee may be approved.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>The attainment of these resources will assist the DPT graduates to be successful on the National Physical Therapy Exam. Further, these resources will enhance the knowledge of all students which will allow them to be more successful on the board examination.</p>	
<p>Describe the process used to assure substantial student input or involvement:</p> <p>The proposed fee was discussed with the faculty and students enrolled in the DPT program. It was recommended by the faculty and agreed upon by the students that the fee would be</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

**State University System
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Request to Implement a New Fee – Regulation 7.003(23)**

beneficial.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

The financial impact is minimal compared to the impact of poor passage rates on the Board Exam which will prolong the student's ability to enter the job market. Should at any time the costs charged by a substantive board review program exceed the fee of \$200 per student, the student will be responsible for any such additional costs. A review of current cost information from leading board review providers indicate that the amount of additional cost, should such occur, would be less than \$100.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

This fee may only be used to pay for a substantive board review cost provided by a reputable vendor. Additional requirements for students benefitting from this fee include:

1. Students will be required to register and complete PHT 6960-Professional PT Practice.
2. Students are required to regularly attend and complete all assignments for PHT 6960-Professional PT Practice. Attendance will be taken.

Revenues / Expenditures

Annual estimated revenue to be collected: $(\$200 \times 30 = \$6,000)$

\$6,000

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

Proposed Fee: \$200.00

Participating Students: 30 ⁱ

Revenues: \$6,000.00 $(\$200.00 \times 30 \text{ students})^{\text{ii}}$

Cost for Board Review: \$200.00

Participating Students: 30

Program Expenditures: \$6,000.00 $(\$200.00 \times 30 \text{ students})^{\text{iii}}$

ⁱ Number of students eligible to graduate will fluctuate from year to year. Students will also have an option to reject or opt out of the proposed fee.

ⁱⁱ Should at any time the costs charged by a substantive board exam review exceed this \$200 fee, the student will be responsible for any such additional cost.

ⁱⁱⁱ The fee will be paid directly to the vendor of the student's choice. The fee will only be paid to a reputable and

**State University System
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Request to Implement a New Fee - Regulation 7.003(23)**

substantive board exam review vendor.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

1. The Division of Physical Therapy will receive reports of board examination performance. The National Physical Therapy Exam results will be monitored for improvement in board passage rates. The measure will be the institutional rate of board passage increase as compared to prior annual examination performance.

Other Information

1. Number of students impacted - 30 students per year.
2. Current passage rates - The program's current three (3-yr) passage rate of all takers on the National Physical Therapy Examination (NPTE) is 80%. This is the metric used by the accrediting body. The program's first time pass rate on the NPTE for 2010 is 54%.
3. Anticipated positive impact of fee on passage rates; what do we think the pass rate may rise to as a result of the exam prep if the fee is approved? It is anticipated that the student fee will have a positive impact on performance outcomes on the National Physical Therapy Examination. The Faculty of the Division of Physical Therapy anticipate a 85-90% success rate on the three-year average for all takers of the examination as a result of the examination review. For first-time takers, the Division anticipates an improvement to 70% pass rate.
4. Affordability to students; will financial aid cover this? Information obtained by the FAMU Financial Aid Office indicates that exam preparations that are required by the academic program are eligible for financial aid.

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University Tuition, Fees and Housing Projections (non-binding)
Projections Submitted June 2011 - Updates Will Be Provided June 2012

Florida A&M University

<u>Undergraduate Students</u>	-----Actual-----				-----Projected-----		
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$164.97	\$189.71
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$4.78	\$4.78	\$4.78
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health							
Athletic	\$10.07	\$11.30	\$12.62	\$13.97	\$15.32	\$16.67	\$18.02
Transportation Access							
Technology ¹		\$4.42	\$4.78	\$5.16	\$4.78	\$4.78	\$4.78
Total Tuition and Fees per credit hour	\$111.46	\$129.73	\$145.91	\$164.29	\$183.59	\$206.46	\$232.55
% Change		16.4%	12.5%	12.6%	11.7%	12.5%	12.6%
<u>Fees (block per term):</u>							
Activity & Service							
Health	\$59.00	\$59.00	\$59.00	\$59.00	\$59.00	\$59.00	\$59.00
Athletic							
Transportation Access	\$55.00	\$55.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Total Block Fees per term	\$114.00	\$114.00	\$124.00	\$124.00	\$124.00	\$124.00	\$124.00
% Change		0.0%	8.8%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 credit hours	\$3,571.80	\$4,119.90	\$4,625.30	\$5,176.70	\$5,755.73	\$6,441.76	\$7,224.62
\$ Change		\$548.10	\$505.40	\$551.40	\$579.03	\$686.03	\$782.86
% Change		15.3%	12.3%	11.9%	11.2%	11.9%	12.2%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 Credit Hours	\$15,512.40	\$16,060.50	\$16,565.90	\$17,117.30	\$17,696.33	\$18,382.36	\$19,165.22
\$ Change		\$548.10	\$505.40	\$551.40	\$579.03	\$686.03	\$782.86
% Change		3.5%	3.1%	3.3%	3.4%	3.9%	4.3%
<u>Housing/Dining</u>							
	\$7,031.00	\$7,396.00	\$7,907.00	\$8,826.20	\$9,299.62	\$9,804.06	\$10,341.59
\$ Change		\$365.00	\$511.00	\$919.20	\$473.42	\$504.44	\$537.53
% Change		5.2%	6.9%	11.6%	5.4%	5.4%	5.5%

¹ can be no more than 5% of tuition.

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

² capped in statute.

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University of West Florida

1. Green Fee
2. Nautilus Card Fee
3. Tuition, Fees and Housing Projections

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**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(24)**

University: University of West Florida

Date	
University Board of Trustees approval date:	December 9, 2011
Proposed fall implementation date (year):	2012
Description	
New fee title:	Student Green Energy Fee
Amount of new fee (per credit hour if applicable):	Not to exceed maximum of \$1.00 per credit hour in its initial implementation.
Proposed new fee as a percentage of tuition: ¹	0.97% of Undergraduate In-State Tuition 0.42% of Graduate In-State Tuition
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>A student supported Green Energy Fee would be used to fund campus energy efficiency and renewable energy projects at the University of West Florida in an effort to reduce energy costs and lower greenhouse gas emissions and fulfill the targets set forth by the American College and University Presidents' Climate Commitment (ACUPCC) signed by UWF President Judy Bense. The intent of the proposed fee aligns with the intentions of the strategic plan for the Board of Governors as well as the goals outlined in UWF's annual work plan.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>As a student-led initiative in the state of Florida, the campaign for a Student Green Energy Fund began in 2007 and has continued to gain momentum as student leaders across the state have petitioned their respective student bodies to gauge support. According to the Student Green Energy Fund's website (www.studentgreenenergyfund.org), "Students want to invest money to save money. By contributing to a fund for campus energy efficiency and renewable energy improvements, we become part of the exciting transition toward clean, efficient and affordable energy for Florida colleges and universities."</p> <p>At the University of West Florida, discussions regarding a Student Green Energy Fee began in earnest during the 2009-10 academic year when representatives from UWF's Student</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(24)(b).

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

Environmental Action Society (S.E.A.S.) approached the Student Government Association (SGA) seeking support in educating the student body regarding sustainability efforts. According to the S.E.A.S. mission statement, “The Student Environmental Action Society (S.E.A.S.) of the University of West Florida aims to educate UWF students, faculty, staff and the surrounding community about environmental issues and encourage activities that promote environmental awareness. Our goals are ultimately to advance UWF and the surrounding community towards a future of environmentally responsible and sustainable practices.”

Research by S.E.A.S. and SGA members revealed that UWF’s President, Dr. Judy Bense, had signed the American College and University Presidents’ Climate Commitment (ACUPCC) letter pledging that the University of West Florida would take steps to reduce greenhouse gas emissions on campus, and that UWF participates in the Sustainability Tracking, Assessment and Rating System (STARS).

The ACUPCC commitment requires that a comprehensive inventory of all greenhouse emissions produced from electrical and fossil fuel utilities be maintained and updated annually and also requires development of action plans for pursuing climate neutrality. New facilities are designed and constructed to achieve the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver Certification. Waste minimization is promoted through competitive participation among State University System institutions.

As with many university initiatives, the main barrier to implementing campus energy efficiency and renewable energy projects is the cost of these initiatives. A Student Green Energy Fee would provide the necessary implementation funds for proposed energy projects with the potential for not only reductions in campus energy costs but a high rate of return on investment as well. A process for project proposal submission and selection will be established and overseen by a University committee comprised of faculty, staff, and student representatives.

Potential projects include:

- Solar panel covered parking lots to help generate electric power
- Filtered water fountains
- Solar umbrellas
- Geo-thermal heating/cooling systems
- Weatherization of older buildings
- Construction and monitoring of a sustainable green energy residence for 4 to 5 students which could serve as a living/learning laboratory for sustainable technology education

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

Describe the process used to assure substantial student input or involvement:

In the fall of 2009, the Student Environmental Action Society, a registered student organization on campus, collected over 700 student signatures in support of the Student Green Energy Fund. In the spring of 2010, the S.E.A.S.'s President co-authored with the SGA President, SGA Vice President, and an SGA Senator a resolution seeking the Student Government Association's support of the Student Green Energy Fund. The resolution, which in part outlined UWF's desire to "be a national leader by becoming an environmentally sustainable campus," "to reduce our dependence on non-renewable energy sources," and resolved that "the students of the University of West Florida will look to administration to work with students to implement progressive and sustainable energy initiatives," was passed by the SGA Senate.

In the spring of 2011, the SGA Senate passed a bill to hold a non-binding referendum to determine the student body's interest in the Student Green Energy Fund proposal. While support for the referendum remained throughout the semester, other priorities within SGA prohibited the referendum from being held.

In the fall of 2011, the new S.E.A.S. President met with the SGA President to reignite support for the Student Green Energy Fee. A new resolution was authored requesting that a student referendum regarding implementation of the Student Green Energy Fee be held. The resolution was passed by the SGA Senate in early October.

On October 24, 2011, S.E.A.S. held a Student Green Fee support event on the University's Cannon Green. Student representatives from S.E.A.S. were present to provide information regarding the Student Green Energy Fund and discuss potential campus energy efficiency and renewable energy projects. Social media was used to provide information and gather support, articles were run in the campus newspaper, The Voyager, and interviews with S.E.A.S. leaders and UWF administration were aired on WUWF radio.

The student referendum was held on November 2, 2011. The referendum read as follows:

"The Student Green Fee is a student-led initiative at the University of West Florida (UWF) to implement a per-credit-hour fee that would be a minimum of twenty-five (25) cents to a maximum of one (1) dollar and would ONLY fund energy efficiency and renewable energy projects on the UWF campus. This proposal will be voted on every three years."

The results of the referendum indicated that 68% of the students who voted are in support of the Student Green Energy Fee.

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

The proposed Student Green Energy Fee is a nominal fee to be assessed at an amount not to exceed \$1 per credit hour in its initial implementation. A student enrolled in 30 credit hours per academic year (full-time undergraduate enrollment leading to graduation in four years) would be assessed a maximum cost of \$30 per year. The per credit hour fee is 0.97% of undergraduate tuition. The fee is covered by financial aid but will not be included in the Florida Bright Futures Scholarship Program. The financial impact of the fee will be minimal for students.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

Funds generated by the Student Green Energy Fee will be expended solely for the purpose of financing campus energy efficiency and renewable energy projects at the University of West Florida in an effort to reduce energy costs and lower greenhouse gas emissions. A fee committee comprised of at least 50% students appointed by the Student Body President will be responsible for reviewing and approving proposals for campus energy efficiency and renewable energy projects. Additionally, the fee committee will make recommendations to the University President and UWF Board of Trustees regarding any future changes to the Student Green Energy Fee. A report of projects and expenditures will be made to the UWF Board of Trustees on an annual basis.

Upon approval from the Board of Governors for authority to assess the Student Green Energy Fee, the SGA Senate will set the amount of the fee (not to exceed a maximum of \$1 per credit hour) and conduct a binding Student Referendum in conjunction with the SGA Elections to allow students to vote on the assessment of the fee. Upon implementation, the fee will be voted on every three years.

Revenues / Expenditures

Annual estimated revenue to be collected:	\$273,274
---	-----------

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

As evidenced by student support and President Bense's signing of the American College and University Presidents' Climate Commitment letter, the University of West Florida is committed to reducing energy costs and lowering greenhouse gas emissions on campus. The Student Green Energy Fee will provide the necessary implementation funds for proposed

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

energy projects with the potential for not only reductions in campus energy costs but a high rate of return on investment as well.

A process for project proposal submission and selection will be established and overseen by a University committee comprised of faculty, staff, and student representatives. The committee will be comprised of at least 50% students appointed by the Student Government President. The committee will identify project priorities and funds will be expended as necessary to complete the selected projects. Any unspent funds in a given year will be maintained in the Student Green Energy Fee account for use in subsequent years.

Potential projects include:

- Solar panel covered parking lots to help generate electric power
- Filtered water fountains
- Solar umbrellas
- Geo-thermal heating/cooling systems
- Weatherization of older buildings
- Construction and monitoring of a sustainable green energy residence for 4 to 5 students which could serve as a living/learning laboratory for sustainable technology education

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

UWF's Climate Action Plan calls for an annual cycle of implementation commencing in January each year with a review of the Greenhouse Gas Inventory and Climate Action Plan. Results from those reviews will guide the multiple year project plans for the following fiscal year.

Project selection criteria will be established to aid the committee in its efforts to select specific capital projects and program initiatives that will provide Best Value and maximize the effect of monies generated by the Student Green Energy Fee. Additionally, specific performance metrics will be identified on a project by project basis for use in measuring the effectiveness of each project. For example, if the University selects the solar panel covered parking lot project or any of the other energy related projects for implementation, success will be measured by confirming actual dollar reduction in energy costs from the previous period of performance.

Recycling projects will be measured by cubic yards and pounds of raw materials saved from landfill disposal and documented by landfill receipts. Alternative transportation modals including the UWF trolley service serving the UWF campus can be monitored and measured

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(24)**

through change in ridership statistics and the impact on parking vacancy rate audits.

An annual report will be made to the SGA Senate providing a recap of prior year projects and highlighting the proposed projects for the upcoming year.

Other Information

The UWF Student Green Energy Fee is a student-proposed and student-supported fee aimed at advancing UWF towards a future of environmentally responsible and sustainable practices. UWF is seeking authority to implement the Student Green Energy Fee beginning Fall 2012. BOG approval will be followed by a binding student referendum which will allow students the opportunity to vote on the fee assessment and fee level.

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University of West Florida
Fiscal Year 2011-2012 and 2012-13

Fee Title: Student Green Energy Fee (Proposed)

	² Estimated Actual 2011-12 -----	³ Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Fee Collections	\$ -	\$ 273,274
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 273,274
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	273,274
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 273,274
Ending Balance Available:	\$ -	\$ -

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

³Based on 2010-11 fundable credit hours total at the maximum fee level of \$1 per credit hour.

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**State University System
Florida Board of Governors
Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

University: University of West Florida

Date	
University Board of Trustees approval date:	12/09/2011
Proposed fall implementation date (year):	2012
Description	
Fee to be increased:	Nautilus Card Fee
Amount of current fee:	\$10.00
Incremental increase to current fee:	\$10.00
Amount of new fee:	\$20.00
Fee Approval Process	
Describe the process used to determine the need for the increase, including any student involvement:	
Reviewed anticipated expenses and capital equipment needs in lieu of enrollment increases as well as regular wear and tear and determined that need exists for additional revenue.	
Current Service / Operation	
Explain the service or operation currently being funded by this fee and what steps, if any, could or have been taken to become more efficient in an effort to alleviate the need for any increase.	
<p>This fee funds the Nautilus Card operation. UWF's security, access, identification card is called the Nautilus Card. The Nautilus Card serves as the University's official ID card, library card, copy card, university debit card, access card, and meal plan card. The services provided include a safe and convenient method for making on-campus purchases and payments, door access to various facilities including residence halls and the Aquatic Center, and admittance to various campus events and services such as the fitness center.</p> <p>In an effort to increase efficiency and reduce expenses, the Nautilus Card Office has streamlined processes with greater automation and has reduced staffing.</p>	
Expanded Service / Operation	
Identify the additional or enhanced service or operation to be implemented with the increase and whether other resources were considered to meet this need:	
<p>Services provided by the Nautilus Card Office are expanding as campus enrollment is expanding, especially in the areas of door access, Point of Sale terminals, and automatic deposit machines. A funding increase would allow for additional staffing during peak periods; replacement of aging equipment such as network managers (computers running specialized software that communicate with the 1card server and card readers and allow card reader transactions to be processed), clearing terminals, and photo ID systems; increased maintenance/service fees due to system expansion; price increases for equipment and supplies; and a planned software upgrade which necessitates the addition of some new and replacement equipment.</p> <p>As an auxiliary unit, it is incumbent upon the Nautilus Card operation to be self supporting. As such, no other resources are available to meet this need.</p>	

**State University System
Florida Board of Governors
Request to Increase an Existing Fee – Regulation 7.003(2)(a)-(k)**

Impact to Student

Describe the financial impact to the typical student, including those with financial need:

An increased fee will result in students, including those with financial need, paying an additional \$10 per academic year.

Revenues / Expenditures

Current annual revenue collected:	\$110,000
Incremental annual revenue to be collected:	\$110,000

Describe the current expenditures from revenue generated by this fee (attach operating budget expenditure form).

Expenditures charged against this revenue include the following categories:

- **Salaries**
- **OPS**
- **Office Supplies/Equipment**
- **Printing**
- **Postage**
- **Travel/Memberships**
- **Marketing**
- **Credit Card Fees**
- **Card Supplies**
- **Data Communications**
- **Maintenance & Network Expenses (hardware & software)**
- **Auxiliary Overhead Reserve**

Other Information

Most non-student ID cards and badges are sold for a “one-time” fee of \$10; replacement cards are sold for \$15. We are not proposing an increase in these. Students, on the other hand, pay an “annual” ID fee. The bulk of work in the Nautilus Card office involves managing students’ accounts and providing services to students which is an on-going process and the reason that an annual fee is necessary. Staff cards, recreation access cards, badges, etc. generally do not require on-going support. Non-student ID cards and badges account for approximately \$29,000 in card revenue compared to \$110,000 from student ID cards. University funds pay for staff cards which will amount to an estimated \$3,200 in revenue this fiscal year.

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: University of West Florida
Fiscal Year 2011-2012 and 2012-13

Fee Title: Nautilus Card Fee

	² Estimated Actual 2011-12 -----	Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 143,468	\$ 117,079
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 143,468	\$ 117,079
<u>Receipts / Revenues</u>		
Fee Collections--Nautilus Card Fee	\$ 110,000	220,000
Other Revenue	\$ 157,991	157,991
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 267,991	\$ 377,991
<u>Expenditures</u>		
Salaries & Benefits	\$ 114,085	\$ 125,000
Other Personal Services	4,000	10,000
Expenses	83,795	90,395
Operating Capital Outlay*	12,500	69,750
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	80,000	100,000
Auxiliary Overhead Reserve		
Repair and Replacement		
Total Expenditures:	\$ 294,380	\$ 395,145
Ending Balance Available:	\$ 117,079	\$ 99,925

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

*OCO need is \$139,500 but splitting over two years so \$69,750 in 12/13 and in 13/14

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University Tuition, Fees and Housing Projections (non-binding)
Projections Submitted June 2011 - Updates Will Be Provided June 2012

University of West Florida

<u>Undergraduate Students</u>	-----Actual-----				-----Projected-----		
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$164.97	\$189.71
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.68	\$11.20	\$12.67	\$13.30	\$14.46	\$14.46	\$14.46
Health	\$4.82	\$5.19	\$6.62	\$7.23	\$7.86	\$7.86	\$7.86
Athletic	\$13.65	\$14.22	\$15.91	\$17.49	\$19.01	\$19.01	\$19.01
Transportation Access	\$1.80	\$1.80	\$1.80	\$3.00	\$7.60	\$10.00	\$10.00
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$121.84	\$140.34	\$159.79	\$180.84	\$207.46	\$231.38	\$256.12
% Change		15.2%	13.9%	13.2%	0.0%	11.5%	10.7%
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		NA	NA	NA	NA	NA	NA
Total Tuition and Fees for 30 credit hours	\$3,655.20	\$4,210.20	\$4,793.70	\$5,425.32	\$6,223.79	\$6,941.32	\$7,683.68
\$ Change		\$555.00	\$583.50	\$631.62	\$798.47	\$717.53	\$742.36
% Change		15.2%	13.9%	13.2%	14.7%	11.5%	10.7%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid	\$20.44	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45
Total per credit hour	\$429.38	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 Credit Hours	\$16,536.60	\$17,091.90	\$17,675.40	\$18,307.02	\$19,105.49	\$19,823.02	\$20,565.38
\$ Change		\$555.30	\$583.50	\$631.62	\$798.47	\$717.53	\$742.36
% Change		3.4%	3.4%	3.6%	4.4%	3.8%	3.7%
<u>Housing/Dining</u>							
	\$6,900.00	\$7,576.00	\$7,856.00	\$8,060.00	\$8,508.00	\$8,982.60	\$9,482.43
\$ Change		\$676.00	\$280.00	\$204.00	\$448.00	\$474.60	\$499.83
% Change		9.8%	3.7%	2.6%	5.6%	5.6%	5.6%

¹ can be no more than 5% of tuition.

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

² capped in statute.

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University of North Florida

1. Academic Enhancement Fee
2. Tuition, Fees and Housing Projections
3. 2010-11 Annual Accountability Report
 - a. Page 10 – Retention and Graduation Rates
 - b. Page 12 – Degrees Award in Areas of Strategic Emphasis

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**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

University: University of North Florida

Date	
University Board of Trustees approval date:	January 17, 2012
Proposed fall implementation date (year):	Fall 2012
Description	
New fee title:	Academic Enhancement Fee
Amount of new fee (per credit hour if applicable):	
Proposed new fee as a percentage of tuition: ¹	5%
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>University of North Florida Academic Enhancement Fee: <i>Mentoring and Engagement for Success</i></p> <p>The following proposal focuses on improving student retention, graduation rates, and lessening average time-to-degree for UNF students. The initiatives in this proposal also address the Board of Governors’ emphasis on increasing support for degrees in STEM-related disciplines.</p> <p>These programs are rooted in established best practices related to improved student performance and success. These initiatives are designed to benefit the broad UNF undergraduate population rather than focusing on a particular cohort of students.</p> <p>The summaries below provide a general description of the scope and scale of these programs. More detailed information regarding each, including rationale, budget, and implementation strategies are available.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>In comparing UNF to our aspirants we can point to a number of benchmarks where we compete very well. At the same time, we have identified benchmarks on which we need to focus greater attention – retention and graduate rates being two of the most important.</p> <p>As a result, in designing the proposed Academic Enhancement Fee we placed our focus on these</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

particular outcomes, while maintaining our ongoing emphases on serving underrepresented students and providing greater access to a quality undergraduate education. In our search for mechanisms to address these goals we examined the research as well as the strategies proposed by past and current student leadership and several campus ad hoc committees (e.g. The Task Force on Undergraduate Advising, The First-Year Experience Committee, The General Education Assessment Task Force, and the Transfer Student Advisory Council). Based on these analyses, UNF developed the current framework for the proposed Academic Enhancement Fee.

Describe the process used to assure substantial student input or involvement:

The proposal was developed based on discussions with and recommendations from the current and past student body leadership. Their recommendations included enhanced advising, increased connections to faculty, increased research and library services, and strengthening programs that connect students to the university (e.g. transformational learning opportunities).

The proposal was approved by UNF's Board of Trustees which, of course, includes a student representative.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

As we developed this proposed fee we understood that it would increase the cost of attendance for all students, including those who are in the greatest financial need. To offset this cost for students with financial need, we have set aside 20% of the revenues that would be collected as part of this fee. This will cover the increase in cost for UNF students with the greatest financial need.

\$426,372

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

None

Revenues / Expenditures

Annual estimated revenue to be collected:	\$2,131,861
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**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

I. Mentoring for Success

Currently, the UNF undergraduate experience is structured as a “two plus two experience,” meaning that, in most cases, students do not engage directly with a major program of study until completing two full years of coursework and achieving junior-level status. The Academic Enhancement proposal would connect lower-level students to their selected majors—a practice that has been shown to improve engagement and enthusiasm and also foster a stronger sense of direction for students. Early interaction also allows students to explore majors early on in college, thus enabling them to identify the right course of study for earlier their studies, which should improve retention and graduation rate. In order to restructure the undergraduate experience at UNF, the Academic Enhancement Proposal seeks to develop an innovative and intentional culture of mentorship that begins in the freshman year and includes several facets:

Resources for Restructuring and Enhancing Academic Advising (\$527,989)

In order to connect students with academic advisors in their chosen major in the sophomore year and ensure a consistent student-advisor ratio, resources will be used to hire additional advising professionals. Resources also will be devoted to developing a program of professional development for university advising staff that includes initial training and ongoing support for advising staff to stay abreast of best practices in the field. An additional staff position would track, specifically, the progress of those students admitted to UNF in particular programs targeting at-risk populations (such as Jacksonville Commitment, Pathways, and First Generation Scholarship students) and assist with transition counseling, particularly in the first year.

Peer Mentoring/Faculty-Student Contact (\$213,122)

A broad-based Peer Mentoring program will place successful upper-level students into contact with lower-level students in a monitored environment. A wealth of data exists to indicate that institutions with a vibrant peer mentoring program experience improvement in student performance and increases in graduation rates. The program is designed to offer upper-level students leadership opportunities by offering mentoring and advising to peers and by working with faculty to develop stronger social and academic bonds in departments.

Funding for an expanded Faculty-Student Contact Program will provide academic programs resources to facilitate increased contact between students and faculty, particularly at the lower level, in order to provide meaningful mentoring experiences.

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II. Support for Success

National research has indicated clearly that intentional academic support and engagement during the crucial first two years of college are difference-makers in terms of improving the success and academic performance of undergraduates. UNF currently is developing a more vibrant and integrated Freshman Year Experience that seeks to connect all facets of the student experience. Resources from an Academic Enhancement Fee would provide the opportunity to significantly enhance these experiences for lower-level students, particularly freshmen, by offering smaller classes, targeted academic support in critical gateway courses, and the encouragement to develop innovative approaches to teaching that yield improvements in student performance:

First-Year Experience (\$181,857)

Resources to provide small (19-seat) Freshman Seminars for all FTIC's that stress critical thinking skills and other common academic programming. Central to the development of an integrated Freshman Year Experience, which includes required campus residency, is a common academic experience rooted in small classes, intentional advising and support, and coverage of essential transition skills, such as time management, study skills, introduction of research skills and information literacy, major exploration, success strategies and behaviors will contribute to improvement in student learning and success.

Supplemental Instruction (\$303,699)

Supplemental Instruction (SI) is an academic assistance program that utilizes collaborative, peer-assisted study session that target high-risk courses rather than high-risk students, and allows for reaching a large population of students. National data indicates that an effective SI program typically results in significant improvement in student performance in STEM disciplines, in terms of grades, course completion, and degree completion. The UNF SI program would be funded to reach 75% of all course sections that fall into the category of "high risk" for STEM majors and include a coordinator of the program.

Course Redesign Initiatives (\$138,529)

In addition to SI as a means of improving student performance in key gateway courses, particularly in STEM disciplines, UNF supports the efforts of departments to develop innovations in curricular design and course delivery through engagement with the National Center for Academic Transformation (NCAT). Resources would be made available to programs that are currently piloting NCAT initiatives designed to improve both efficiency and performance in academic programs, particularly in STEM areas, and also allow more departments to attend NCAT conferences and/or work with consultants to develop more innovations.

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III. Engagement for Success

An Academic Enhancement Fee also will allow UNF to locate innovative ways to cultivate a climate of student engagement on campus and to encourage students to connect their coursework to the broader world. Strong evidence suggests that students who engage in sustained research (at the graduate and undergraduate levels), and those who are able to connect their coursework to crucial skills, are better positioned for success after graduating.

Undergraduate Research (\$200,826)

Students engaged in undergraduate research opportunities tend to retain until graduation more so than their peers, experience deeper learning, and develop skills that improve readiness for the job market. Academic programs currently apply for limited funding for undergraduate research through the Student Mentored Academic Research Team (SMART) program as part of the Honors and Scholars Program. Funding will be made available to academic departments to allow for faculty to engage in more sustained research activities with upper-level students. Funds also will be used to extend library hours in support of student research.

Graduate Student Research and Scholarships (\$106,561)

In an effort to enhance the research and scholarly endeavors of graduate students, funds will be allocated to provide all graduate students access to Graduate Scholar Grants. These grants will be awarded to fund research and scholarly projects by graduate students. All graduate students will be able to apply for financial support of their research, scholarly endeavors, or professional activities related to their studies. Currently, there is no avenue through which graduate students at UNF can obtain support for their efforts in research and other scholarly pursuits. Graduate students have long provided direct feedback to the Dean of the Graduate School that the lack of support in this area is hindrance to their academic achievements and often delays their pursuit of a graduate degree.

In addition, funds will be used to establish a Coordinator of Thesis, Dissertations, and Scholarship in the Graduate School. This coordinator will provide direct assistance to graduate students enrolled in programs requiring theses and dissertations including consultative services, formatting guidance, and final processing.

E-Portfolios (\$33,000)

Piloted this year in Venture Studies courses, e-portfolios are designed to give students the opportunity to develop an accumulated body of work over the course of an academic career and to link this work with particular skills necessary for life beyond graduation. Institutions that incorporate e-portfolios report that students are better positioned to enter the workforce and are more marketable. E-portfolios also encourage improved retention and performance by requiring students

**State University System
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to reflect upon how their coursework contributes to specific skills and competencies. Funding will provide all first-year students an e-portfolio account.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

1. First-year retention rates, 4-and 5-year graduation rates, student response to item 12 on the National Survey of Student Engagement "Overall, how would you evaluate the quality of academic advising you have received at your institution," UNF's graduating senior survey, and student response to item 8b on the National Survey of Student Engagement "Quality of relationship with faculty." Track student-to-advisor ratios.
2. Overall student retention rates and 4- and 5-year graduation rates (time-to-degree).
3. Student performance in gateway STEM courses; number of degrees granted in STEM areas
4. Student learning gains as demonstrated on the ETS Proficiency Profile test will be used to assess student engagement and learning
5. First-year retention rates, number of students from underserved populations

Other Information

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: University of North Florida
Fiscal Year 2011-2012 and 2012-13

Fee Title:

	² Estimated Actual 2011-12 -----	Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Fee Collections	\$ -	2,131,861
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 2,131,861
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 664,909
Other Personal Services	-	289,995
Expenses	-	750,585
Operating Capital Outlay	-	-
Student Financial Assistance	-	426,372
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 2,131,861
Ending Balance Available:	\$ -	\$ -

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

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University Tuition, Fees and Housing Projections (non-binding)
Projections Submitted June 2011 - Updates Will Be Provided June 2012

University of North Florida

<u>Undergraduate Students</u>	-----Actual-----				-----Projected-----		
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$40.13	\$40.13
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$143.45	\$143.45
% Change		15.0%	15.0%	15.0%	15.0%	0.0%	0.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$12.23	\$12.89	\$13.24	\$14.24	*	*	*
Health	\$5.86	\$6.17	\$9.51	\$9.51	*	*	*
Athletic	\$13.00	\$13.36	\$14.23	\$14.98	*	*	*
Transportation Access	\$3.85	\$3.85	\$3.85	\$3.85	\$3.85	\$3.85	\$3.85
Student Life & Services				\$5.16	\$5.16	\$5.16	\$5.16
Technology ¹			\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$125.83	\$139.78	\$163.62	\$187.56	\$207.80	\$207.80	\$207.80
% Change		11.1%	17.1%	14.6%	10.8%	0.0%	0.0%
					* the aggregate total for these three fees is \$40.26		
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		NA	NA	NA	NA	NA	NA
Total Tuition and Fees for 30 credit hours	\$3,774.90	\$4,193.40	\$4,908.60	\$5,626.80	\$6,234.00	\$6,234.00	\$6,234.00
\$ Change		\$418.50	\$715.20	\$718.20	\$607.20	\$0.00	\$0.00
% Change		11.1%	17.1%	14.6%	10.8%	0.0%	0.0%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$369.59	\$425.02	\$425.02	\$425.02	\$459.02	\$481.97	\$506.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.48	\$21.26	\$21.25	\$21.25	\$22.95	\$24.10	\$25.30
Total per credit hour	\$388.07	\$446.28	\$446.27	\$446.27	\$481.97	\$506.07	\$531.37
% Change		15.0%	0.0%	0.0%	8.0%	5.0%	5.0%
Total Tuition and Fees for 30 Credit Hours	\$15,417.00	\$17,581.80	\$18,296.70	\$19,014.93	\$20,693.18	\$21,416.14	\$22,175.25
\$ Change		\$2,164.80	\$714.90	\$718.23	\$1,678.25	\$722.96	\$759.11
% Change		14.0%	4.1%	3.9%	8.8%	3.5%	3.5%
<u>Housing/Dining</u>							
	\$7,366.00	\$7,872.00	\$8,293.00	\$8,732.53	\$9,195.35	\$9,682.71	\$10,195.89
\$ Change		\$506.00	\$421.00	\$439.53	\$462.82	\$487.35	\$513.18
% Change		6.9%	5.3%	5.3%	5.3%	5.3%	5.3%

¹ can be no more than 5% of tuition.

² capped in statute.

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

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University of South Florida

1. Academic Enrichment and Opportunity Fee
2. Tuition, Fees and Housing Projections
3. 2010-11 Annual Accountability Report
 - a. Page 10 – Retention and Graduation Rates
 - b. Page 21 – Community Engagement

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**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

University: University of South Florida

Date	
University Board of Trustees approval date:	December 8 th 2011
Proposed fall implementation date (year):	2012
Description	
New fee title:	<p>Academic Enrichment and Opportunity Fee.</p> <p>USF Student Government leadership, with the support of USF administration, is proposing an Academic Enrichment and Opportunity Fee, for implementation in Fall 2012; <u>all students</u> will be eligible to benefit from this fee. The new fee will provide distinct educational benefits, a high value proposition and an added competitive advantage for students leading to enhanced student success through higher rates of retention, attainment, graduation and job placement/employment. New programs and services will include, but not be limited to, enhanced career counseling and job placement, high impact community and global engagement activities, cooperative education and internships, together with undergraduate and graduate research experiences.</p> <p>Note: (1) this fee will not raise costs for students -- it will be cost neutral in 2012-13 academic year; and (2) students on each USF campus/institution will determine whether or not to implement the fee.</p>
Amount of new fee (per credit hour if applicable):	Assuming the State Legislature approves a base tuition increase for academic year 2012-13, the USF Student Financial Aid Fee and Technology Fee (each capped at 5% of base tuition) might be expected to rise. USF agrees to freeze any such increases for these two fees at the current (2011-12 academic year) rate for participating campuses/

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

	<p>institutions for the 2012-13 academic year. The available, combined increase will be dedicated to the proposed Academic Enrichment and Opportunity Fee. The resultant range would be:</p> <ul style="list-style-type: none"> • 0% UG base tuition increase (\$103.32) = \$0.0/SCH available for allocation to the new fee (in which case the proposed new fee would not be implemented). • 8% UG base tuition increase (\$111.58) = \$0.81/SCH available for allocation to the new fee. • 15% UG base tuition increase (\$118.82) = \$1.56/SCH available for allocation to the new fee. <p>Therefore, depending upon the base tuition level approved by the State Legislature, the undergraduate Student Financial Aid Fee and Technology Fee will each be capped at the current rate of \$5.16/SCH for the 2012-13 academic year. Thus, an 8% base tuition increase would allow for implementation of a \$0.81/SCH fee (or \$24.30 per year for a full-time UG student), and a 15% base tuition increase would effectively cap the proposed Academic Enrichment and Opportunity fee at \$1.56/SCH (or \$46.80 per year for a full-time UG student). <u>This would represent a cost neutral fee adjustment for students.</u></p> <p><u>In the event that the new fee would not be implemented by a USF campus/institution, the Financial Aid Fee and the Technology Fee would remain unaffected and realize their customary increases for that campus/institution.</u></p>
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**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Proposed new fee as a percentage of tuition:¹	At \$0.81/SCH the fee would represent 0.73% of UG base tuition (at \$111.58/SCH). At \$1.56/SCH the fee would represent 1.31% of UG base tuition (at \$118.82/SCH).
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>This new fee is needed to fund new and expanded opportunities for students to pursue co-op learning in business and industry settings; to engage in undergraduate and graduate research with faculty mentors; to support community and global engagement; and to extend career counseling and job placement for students.</p> <p>The proposed Academic Enrichment and Opportunity Fee will significantly enhance the educational experience and academic success of students at the University of South Florida. Revenues will provide access to new and diverse learning opportunities outside the classroom for all students, and will provide a value-added education and competitive advantage upon graduation, as aligned with the University's strategic priorities.</p> <p>The new fee also supports the goals of the SUS' Strategic Plan, 2012-2025. The fee will provide funding for the design and implementation of new academic enrichment programs and expanded learning opportunities including, but not limited to, career counseling and job placement, high impact community and global engagement activities, cooperative education and internships, together with undergraduate and graduate research experiences.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>A survey of USF [Tampa] students, conducted in Fall 2011, revealed support for a cost neutral Academic Enrichment and Opportunity Fee, which would provide support for new student-centered educational programs aligned with career counseling and job placement, high impact community and global engagement, cooperative education and internships, together with undergraduate and graduate research.</p> <p>Implementation of the proposed new fee will support the much-needed delivery of transformational, value-added, learning experiences that presently do not exist and cannot be</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

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supported from other fund sources. Activities will include: broad-based, faculty-mentored student research experiences; real-world cooperative educational experiences with business and industry; transforming career counseling and job placement programming for USF graduates; and significantly expanded service learning and engagement activities in both local and global communities, building upon USF's and USF SP's classification by the Carnegie Foundation for the Advancement of Teaching, as a "community engaged university" and USF's status as a high impact [global research] university classification by the University of Western Australia.

Describe the process used to assure substantial student input or involvement:

USF student government leadership has initiated and developed a thoughtful and creative proposal in concert with university administration. Student leaders utilized the results of student polls, interviews and extended deliberations to shape their proposal. The resulting proposal takes into account a strong desire to provide USF students and graduates with a high value proposition, a world class education and competitive advantage. In considering the current economic climate and the increasing cost of attendance at USF, the proposal represents a cost neutral fee adjustment for students.

Before a member campus/institution of the USF System implements the Academic Enrichment and Opportunity Fee, a referendum of USF's student body (by campus/institution) must be called by the student legislative body and conducted by Student Government. The referendum must include the proposed amount of the fee and an explanation of the purpose. The USF Board of Trustees may not implement the fee without the approval of a majority of those students (by campus/institution) participating in the referendum. The initial amount of the fee must be in accordance with the referendum described above and may be changed only if approved by a referendum of USF's student body (by campus/institution) called for by the student legislative body and conducted by the Student Government.

An Academic Enrichment and Opportunity Fee Committee will be established, at each campus/institution that elects to implement the fee, to administer the new fee. Fifty percent of the committee must be students, representative of the broad, campus/institution student body and appointed by the local Student Government President. The remainder of the committee shall be appointed by the USF President or designee (e.g. the Regional Chancellor in the case of a member campus/institution). A chair, appointed jointly by the USF President, or his/her designee, and the Student Body President, shall vote only in the case of a tie. The committee will make recommendations to the USF President, or his/her designee, and the USF Board of Trustees regarding how the revenue from the fee is to be spent along with any changes to the fee.

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Request to Implement a New Fee – Regulation 7.003(23)**

Student Impact	
<p>Explain the financial impact of the fee on students, including those with financial need:</p> <p>Because USF is proposing that the new Academic Enrichment and Opportunity Fee will result in <u>a cost neutral fee adjustment for students</u>, there will be no fee increase other than would ordinarily be anticipated (to the already established Financial Aid Fee and Technology Fee) as a result of a base tuition increase in academic year 2012-13. If the new fee is implemented, USF will allocate institutional funds to balance any new financial aid revenues that would be anticipated with a tuition increase for the 2012-13 academic year (with the financial aid fee frozen at 2011-12 levels).</p>	
Restrictions / Limitations	
<p>Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:</p> <p>Proposed fee revenue distributions will be considered/approved annually by the Academic Enrichment and Opportunity Fee Committee <u>at each member campus/institution electing to implement the fee</u>, comprised of equal numbers of students and faculty/administration, and should adhere generally to the following shares (\pm 5%, by category, in any given year):</p> <ul style="list-style-type: none"> 25% to support faculty (postdoctoral fellow and/or graduate) mentored student research experiences, 25% to support education abroad and global engagement activities, 20% to support career counseling and job placement, 15% to support service learning and student community engagement activities, and 15% to support cooperative education and internship programs with business and industry. 	
Revenues / Expenditures	
<p>Annual estimated revenue to be collected:</p>	<p>\$751,704 at USF [Tampa]</p>
<p>Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form):</p> <p>Revenue at 8% tuition increase: The proposed range of new revenues will be \$563,628 for undergraduates (based upon $\\$0.81 \times$ AY 2010-11 enrollment of 695,837 SCH) and \$188,076 for graduate students (based upon $\\$1.42 \times$ AY 2010-11 enrollment of 132,448 SCH), at USF [Tampa].</p>	

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

The following performance metrics will be integrated into USF's well-developed and nationally recognized *Planning, Performance and Accountability* matrix and performance dashboard:

- The number/percentage of USF students (UG and GR) actively engaged in high impact, faculty-mentored and post-doctoral fellow/graduate student-mentored research experiences (measures will also include USF student research presentations and publications, as well as competitive research and travel grants received),
- The number/percentage of USF students (UG and GR) actively engaged in meaningful community engagement and service learning activities,
- The number/percentage of USF students (UG and GR) actively engaged in meaningful education abroad and global engagement activities,
- Retention, engagement (as measured by NSSE) and graduation rates of students participating in programs funded by the new Academic Enrichment and Opportunity Fee, compared to the broader student population,
- The number of USF students participating in cooperative education/internship programs delivered in partnership with business and industry, and
- Student satisfaction and success resulting from career counseling and job placement programs resulting from the Academic Enrichment and Opportunity Fee.

Other Information

This is a USF student-generated and student-supported request for the authority to hold campus/institution specific student referenda to determine if they wish to support the Academic Enrichment and Opportunity Fee and at what level. This follows the process approved by the USF BOT/BOG for implementation of the Green Energy Fee.

USF understands the statutory requirements including F.S. 1010.62 and 10213.23 and will comply with all the terms of those provisions.

All students will be eligible to benefit from the new programs funded by Academic Enrichment and Opportunity fee.

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: _____ University of South Florida _____
Fiscal Year 2011-2012 and 2012-13

Fee Title: Academic Enrichment and Opportunity Fee (NEW for 2012/2013)

	² Estimated Actual 2011-12 -----	Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Fee Collections	\$ -	751,704
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 751,704
<u>Expenditures</u>		
Salaries & Benefits	\$ -	-
Other Personal Services	-	187,926
Expenses	-	\$ 563,778
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 751,704
Ending Balance Available:	\$ -	-

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

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University Tuition, Fees and Housing Projections (non-binding)
Projections Submitted June 2011 - Updates Will Be Provided June 2012

University of South Florida - Main Campus

<u>Undergraduate Students</u>	<u>-----Actual-----</u>				<u>-----Projected-----</u>		
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	6.96	\$13.74	\$22.00	\$32.00	\$52.30	\$75.64	\$102.48
Total Base Tuition and Differential	\$88.99	\$102.33	\$117.67	\$135.32	\$155.62	\$178.96	\$205.80
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$8.79	\$9.31	\$11.28	\$11.28	\$11.51	\$11.74	\$11.97
Health	\$7.91	\$8.60	\$9.30	\$9.73	\$9.92	\$10.12	\$10.33
Athletic	\$11.50	\$11.76	\$13.73	\$14.15	\$14.43	\$14.72	\$15.02
Transportation Access	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Green				\$1.00	\$1.00	\$1.00	\$1.00
Marshall Center	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50
Total Tuition and Fees per credit hour	\$130.55	\$150.10	\$170.80	\$191.06	\$212.06	\$236.12	\$263.70
% Change		15.0%	13.8%	11.9%	11.0%	11.3%	11.7%
<u>Fees (block per term):</u>							
Activity & Service	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00
Health							
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access							
Global Experience							
Marshall Center	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
Total Block Fees per term	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 credit hours	\$3,990.50	\$4,577.00	\$5,198.00	\$5,805.80	\$6,435.84	\$7,157.63	\$7,984.91
\$ Change		\$586.50	\$621.00	\$607.80	\$630.04	\$721.80	\$827.27
% Change		14.7%	13.6%	11.7%	10.9%	11.2%	11.6%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$403.72	\$343.16	\$343.16	\$291.68	\$291.68	\$291.68	\$291.68
Out-of-State Undergraduate Student Financial Aid	\$20.18	\$17.15	\$17.15	\$14.58	\$14.58	\$14.58	\$14.58
Total per credit hour	\$423.90	\$360.31	\$360.31	\$306.26	\$306.26	\$306.26	\$306.26
% Change		-15.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 Credit Hours	\$16,707.50	\$15,386.30	\$16,007.30	\$14,993.60	\$15,623.64	\$16,345.43	\$17,172.71
\$ Change		-\$1,321.20	\$621.00	-\$1,013.70	\$630.04	\$721.80	\$827.27
% Change		-7.9%	4.0%	-6.3%	4.2%	4.6%	5.1%
<u>Housing/Dining</u>							
	\$8,080.00	\$8,750.00	\$9,000.00	\$9,360.00	\$9,734.40	\$10,123.78	\$10,528.73
\$ Change		\$670.00	\$250.00	\$360.00	\$374.40	\$389.38	\$404.95
% Change		8.3%	2.9%	4.0%	4.0%	4.0%	4.0%

¹ can be no more than 5% of tuition.

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

² capped in statute.

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University of Florida

1. Academic Enrichment and Opportunity Fee
2. Tuition, Fees and Housing Projections

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**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

University: University of Florida

Date	
University Board of Trustees approval date:	December 2, 2011
Proposed fall implementation date (year):	Fall 2012
Description	
New fee title:	Undergraduate Enhancement Fee
Amount of new fee (per credit hour if applicable):	
Proposed new fee as a percentage of tuition: ¹	6.55% of tuition. (Fractions of a penny will be rounded down to the nearest penny.) <i>(Note: the number 6.55% was chosen because 6.55% of base tuition equates to 5% of the sum of base tuition and differential tuition.)</i>
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>This fee will enhance the educational opportunities afforded to undergraduates by enhancing course offerings and teaching staff. Some of the fee will be devoted to increasing the stipends of graduate teaching assistants (GTAs). This will facilitate recruitment of more talented, better qualified, and trained GTAs in a fiercely competitive national market, thereby improving the quality of the undergraduate experience in classes led or assisted by GTAs. It will also facilitate recruitment of more teaching staff (primarily GTAs) which will lead to reduced class sizes and promote more one-on-one interaction between instructors and students.</p> <p>GTAs play an important role in UF's instructional enterprise. Approximately 33% of class sections were led by GTAs during 2010-11, and UF employed approximately 1,500 GTAs over the course of the year.</p> <p>UF's student-teacher ratio is 21 to 1, which is significantly higher than those of our peer public universities. While this ratio speaks more to faculty numbers than GTA numbers, it accurately reflects the fact that average class sizes taught by both faculty and GTAs is higher than at peer universities.</p> <p>UF's ability to recruit high caliber GTAs is hampered by low salary levels. UF competes with peer universities (particularly the peer publics in the AAU) for the best talent available. When salaries typically lag by 10% or more, as is the case in most disciplines, recruitment suffers. Here is a sampling of typical UF stipends as compared with AAU public peer stipends (2009-10 data). In Computer and Information Sciences (CIP 11), AAU median and average salaries are \$15,654 and \$15,346, respectively, while the UF stipend is</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

\$11,692. In Biological and Biomedical Sciences (CIP 26), AAU median and average salaries are \$17,198 and \$17,322, while the UF stipend is \$15,925. In Mathematics and Statistics (CIP 27), AAU median and average salaries are \$15,939 and \$17,092 versus UF at \$15,485. In the Physical Sciences (CIP 40), AAU median and average salaries are \$16,632 and \$17,476, while UF's salary is \$14,702.

As explained above, the revenue generated by this fee will be invested in raising GTA stipends and in recruiting additional GTAs. UF is engaged in a year-long process to determine which areas are appropriate for stipend enhancement and which areas require additional GTAs. A reasonable estimate at this point in time suggests the need for 200 additional GTAs, yielding 200 or more sections per semester. The additional sections will help relieve overcrowding in sections and provide more personalized instructional help, contact, and guidance to undergraduates. That would use approximately \$3.2M, leaving \$4.2M for salary enhancement.

The majority of undergraduates will benefit from this fee. GTAs provide instruction in basic science and general education courses, thereby reaching most FTICs and transfer students. The fee will facilitate a better qualified and more talented cadre of GTAs, it will reduce average section size, and it will create increased opportunities for student-instructor interaction. The State has been unable to provide this type of resource for educational enhancement for a decade or more and shows no sign of being able to do so in the foreseeable future in education and general funds.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:

Due to the State's continuing fiscal difficulties, and despite tuition increases, there has been a substantial decline in E&G resources available for undergraduate instruction. This has had several unfortunate effects, including increased class sizes and a deteriorating student-faculty ratio. In addition, because of the strain on resources, graduate teaching assistant stipends have become increasingly uncompetitive. As a consequence, UF has difficulty in recruiting the best and brightest graduate students in sufficient numbers to help provide the high-quality undergraduate experience demanded by the citizens of the State.

Describe the process used to assure substantial student input or involvement:

President Machen consulted with Student Body President Ben Meyers over the course of a year in developing the concept of this fee. Mr. Meyers, in consultation with student leaders and Student Government, recognized the benefits that would accrue to undergraduates, and he fully supported the fee. Mr. Meyers took leave from UF in October and was succeeded by Anthony Reynolds, who abstained from the BOT vote on this fee. The fee was approved by the UF BOT on December 2, 2011.

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

Student Impact	
<p>Explain the financial impact of the fee on students, including those with financial need: Resident tuition for Fall 2011 New Undergraduate Students is \$103.32 per Student Credit Hour. 6.55% of \$103.32 is \$6.76. Consequently, had the fee been in place this year, an undergraduate student taking 30 credit hours would have been asked to pay an additional \$202.80.</p> <p>Given the benefits of this fee, it does not place an undue financial burden on undergraduates. UF has always met the financial aid needs of <u>all</u> undergraduate students who complete financial aid applications by the deadline. In 2010-11, 81% of undergraduates received some form of aid, including Bright Futures and Florida Prepaid. In addition, 49% of all undergraduates either did not apply for student financial aid through the university or were determined to have no financial aid need. This last statement correlates with the \$100,000 median parental income for the families of UF freshmen (2010 data).</p> <p>Loan indebtedness statistics also suggest the relatively low financial burden borne by students attending the university. Only 34% of undergraduates graduate from UF with loan debt. Their average indebtedness upon graduation in 2010-11 stood at \$16,982, while the national average was \$25,250.</p>	
Restrictions / Limitations	
<p>Identify any proposed restrictions, limitations, or conditions to be placed on the new fee: none</p>	
Revenues / Expenditures	
<p>Annual estimated revenue to be collected:</p>	<p>\$7.4M</p>
<p>Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form). Hire additional Graduate Teaching Assistants and improve the level of GTA stipends to ensure UF competes effectively in the national pool for a sufficient number of highly qualified GTAs.</p>	
Accountability Measures	
<p>Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used. The fee will enhance the quality and availability of undergraduate instruction. Consequently, the following metrics apply.</p> <ol style="list-style-type: none"> 1. Satisfaction with the UG experience, as measured by student evaluations and the Student Experience in the Research University (SERU) national survey instrument 	

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

administered at UF and many peer schools.

2. Class and section size; student-instructor ratio.
3. Qualifications and credentials of graduate teaching assistants.
4. Success in recruiting high-quality graduate teaching assistants.

Other Information

University Tuition, Fees and Housing Projections (non-binding)
Projections Submitted June 2011 - Updates Will Be Provided June 2012

University of Florida

<u>Undergraduate Students</u>	-----Actual-----				-----Projected-----		
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	6.96	\$13.74	\$22.00	\$32.00	\$52.30	\$75.64	\$102.48
Total Base Tuition and Differential	\$88.99	\$102.33	\$117.67	\$135.32	\$155.62	\$178.96	\$205.80
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.76	\$5.16			
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.16	\$10.65	\$13.94	\$14.55			
Health	\$9.89	\$10.49	\$12.99	\$13.82			
Athletic	\$1.90	\$1.90	\$1.90	\$1.90			
Transportation Access	\$6.11	\$6.79	\$7.33	\$7.88			
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$125.91	\$145.76	\$168.13	\$188.55	\$165.54	\$188.88	\$215.73
% Change		15.8%	15.3%	12.1%	-12.2%	14.1%	14.2%
<u>Fees (block per term):</u>							
Student Financial Aid ¹					\$77.49	\$77.49	\$77.49
Activity & Service					\$229.77	\$241.89	\$254.66
Health					\$218.24	\$229.76	\$241.88
Athletic					\$28.50	\$28.50	\$28.50
Transportation Access					\$124.44	\$131.00	\$137.92
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$600.95	\$631.15	\$662.96
% Change		NA	NA	NA	NA	5.0%	5.0%
Total Tuition and Fees for 30 credit hours	\$3,777.30	\$4,372.80	\$5,043.90	\$5,656.57	\$6,168.10	\$6,928.80	\$7,797.73
\$ Change		\$595.50	\$671.10	\$612.67	\$511.53	\$760.70	\$868.93
% Change		15.8%	15.3%	12.1%	9.0%	12.3%	12.5%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$534.76	\$614.97	\$707.21	\$707.21	\$742.57	\$779.70	\$818.68
Out-of-State Undergraduate Student Financial Aid ³	\$26.73	\$30.74	\$35.36	\$35.36	\$37.13	\$38.98	\$40.93
Total per credit hour	\$561.49	\$645.71	\$742.57	\$742.57	\$779.70	\$818.68	\$859.62
% Change		15.0%	15.0%	0.0%	5.0%	5.0%	5.0%
Total Tuition and Fees for 30 Credit Hours	\$20,622.00	\$23,744.10	\$27,321.00	\$27,933.67	\$29,559.05	\$31,489.30	\$33,586.26
\$ Change		\$3,122.10	\$3,576.90	\$612.67	\$1,625.39	\$1,930.25	\$2,096.96
% Change		15.1%	15.1%	2.2%	5.8%	6.5%	6.7%
<u>Housing/Dining</u>							
	\$7,396.00	\$7,810.00	\$7,966.00	\$8,448.00	\$8,704.00	\$8,965.00	\$9,230.00
\$ Change		\$414.00	\$156.00	\$482.00	\$256.00	\$261.00	\$265.00
% Change		5.6%	2.0%	6.1%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

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

² capped in statute.

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2010-2011

Annual Accountability Report

STATE UNIVERSITY SYSTEM *of* FLORIDA
www.flbog.edu

Board of Governors



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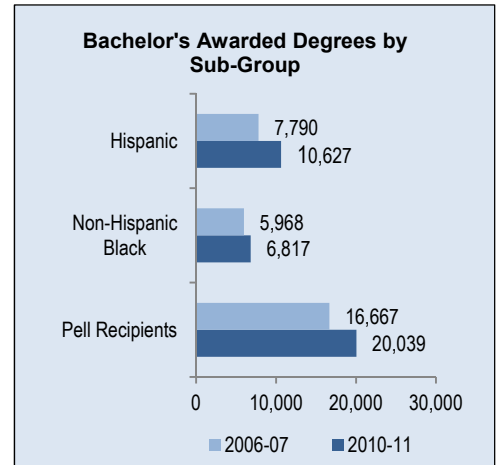
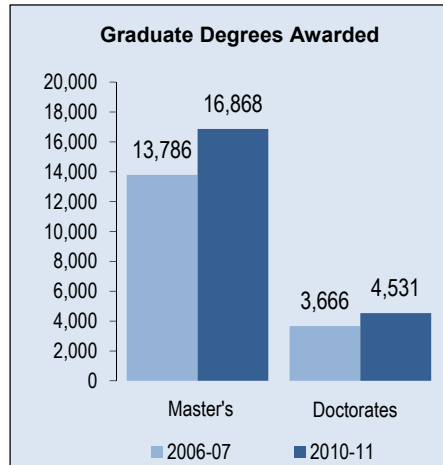
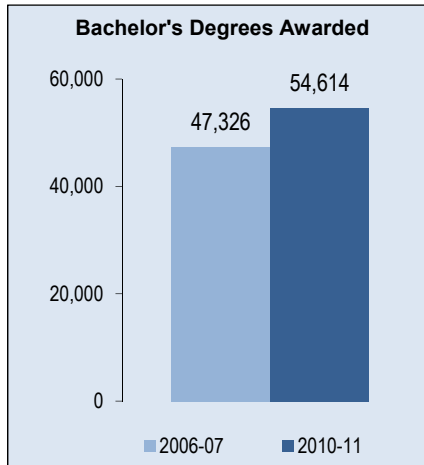


2010-11 SYSTEM DASHBOARD

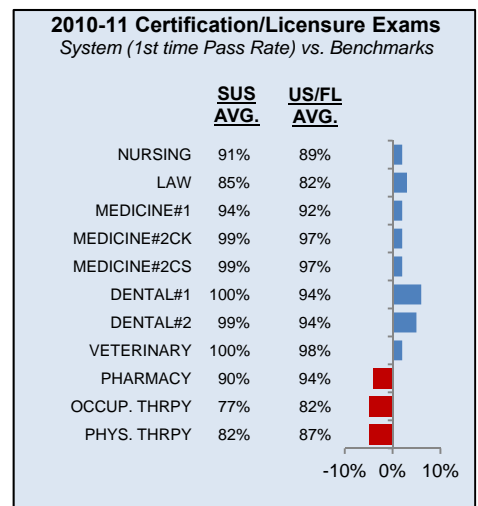
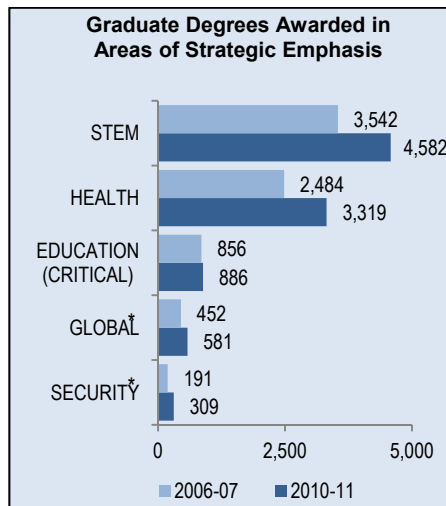
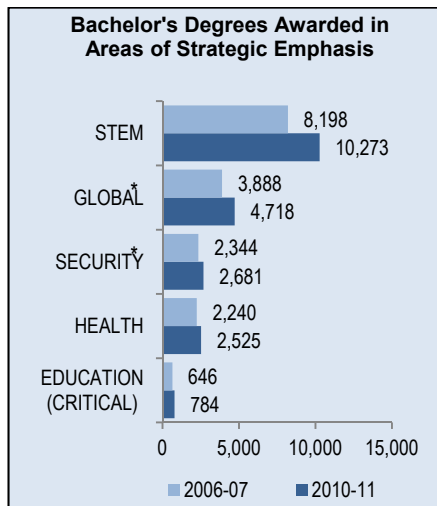
Enrollments	Fall 2010	% Total	2006-2010 % Change	Degree Programs Offered			2010 Basic Carnegie Classifications	
TOTAL	321,503*	100%	9%	TOTAL (as of Spring 2011)			Research Universities (Very High Activity)	FSU, UCF, UF, USF
White	174,454	54%	1%	Baccalaureate			Research Universities (High Activity)	FAU, FIU
Hispanic	63,821	20%	28%	Master's			Doctoral/Research Universities	FAMU, UWF
Black	44,717	14%	10%	Research Doctorate			Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Other	38,511	12%	13%	Professional Doctorate			Arts & Sciences Focus, (No Graduate)	NCF
Full-Time	232,514	72%	11%	Faculty (Fall 2010)	Full-Time	Part-Time		
Part-Time	88,989	28%	6%	TOTAL	12,352	2,576		
Undergraduate	247,408	77%	8%	Tenure & Ten. Track	7,758	270		
Graduate	61,196	19%	16%	Other Faculty	4,594	2,306		
Unclassified	12,899	4%	-2%					

* The Preliminary Fall 2011 headcount enrollment is 326,212.

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



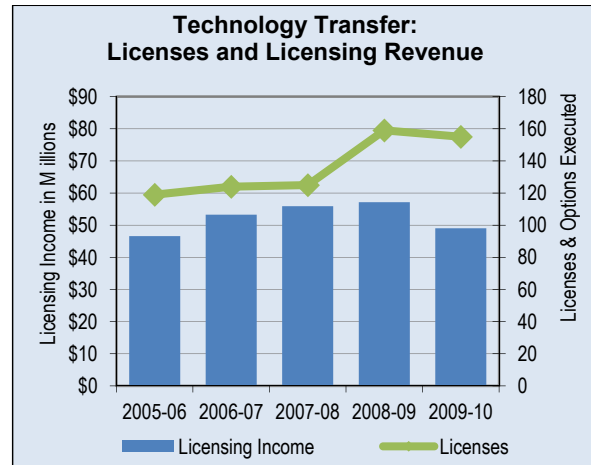
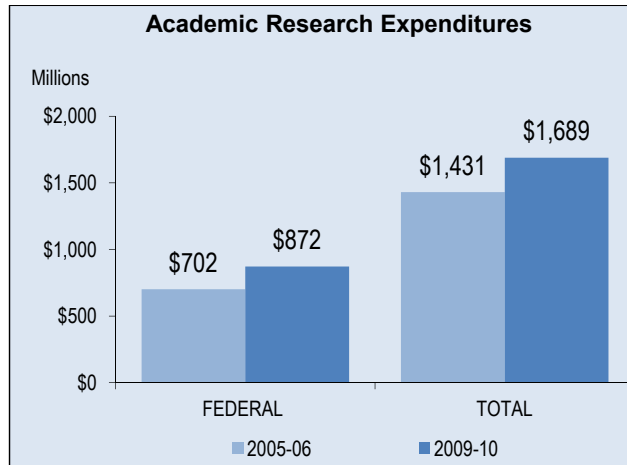
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



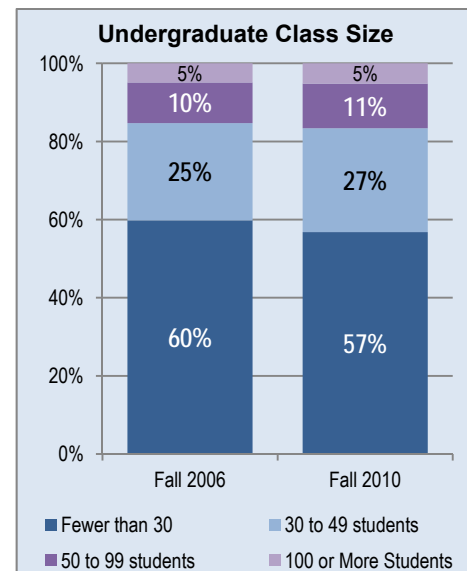
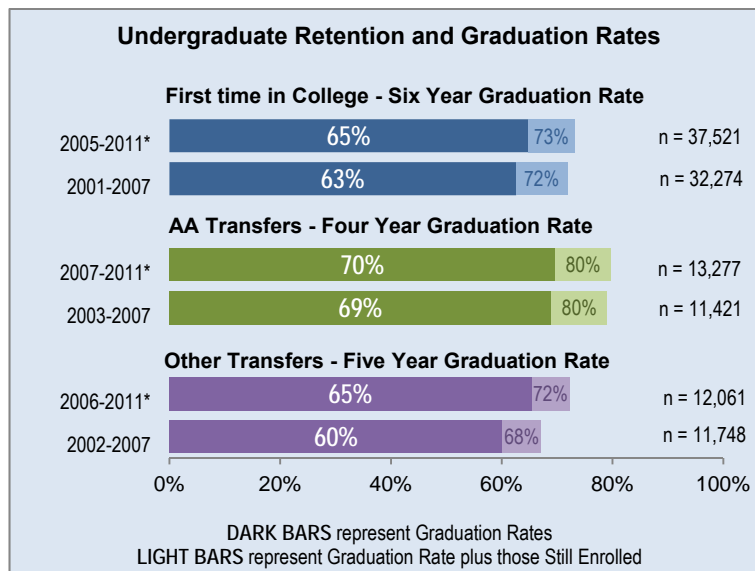
* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.



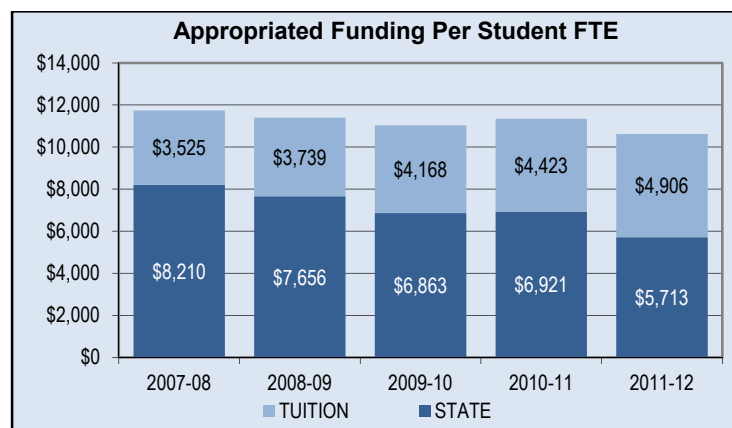
GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* Based on 2011 preliminary data





Key Achievements

Selected Accomplishments for the State University System (July 2010 – June 2011)

FLORIDA RETAINS NATIONAL LEADERSHIP IN RETENTION RATES AND GRADUATION RATES

Among the largest university systems in the U.S., the State University System of Florida is ranked # 2 for FTIC retention rates and #4 for overall graduation rates. The System also places in the top 10 for graduation rates of African-American and Hispanic students. The Board of Governors both captures and tracks a much broader pool of students in its graduation rates than the federal method, which leads to a better representation of the data – specifically, the Board’s data protocol includes graduation rates for both A.A.-degree transfer students and other students who are admitted to the State University System.

NEW STRATEGIC PLAN (2012-2025) FOCUSES ON PREEMINENCE, COMPETITIVENESS, AND STRATEGIC PRIORITIES

For 18 months, the Board’s Strategic Planning Committee hosted a series of special meetings to review state and national data from major higher education data-tracking organizations, the federal government, and the strategic plans of other public higher education systems as the Board developed and finalized a new Strategic Plan (2012-2025) for the System. The plan features 28 performance metrics* that revolve around three key themes – *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy*. The Board is now identifying implementation strategies to achieve each goal and outcome in the next 15 years with the assistance of all 11 institutions in the System.

** The new goals and metrics from the Strategic Plan document are included on pages 24-26 of this Annual Accountability Report for reference. These new metrics will be utilized to enhance the current dashboard that readers see in this year’s report. Next year’s report will include the new metrics and the corresponding data for the first year of tracking those new dashboard performance metrics.*

ACCOUNTABILITY SYSTEM ENHANCED

Each university’s commitment to greater accountability and measuring outcomes is reflected in the Board’s approach to System-wide performance tracking. The Board has implemented a comprehensive planning and accountability framework designed to maximize System capacity, and to meet State economic development needs through education as well as research and development, or “R&D.” With initial steps achieved in 2009, multi-year university work plans and the Board’s Annual Accountability Reports now reflect each institution’s unique mission and core strengths. These work plans were presented for the first time at the Board’s planning session in June 2010. In 2011, the work plans were used to help the Board make decisions regarding proposals for new degree programs and differential tuition requests. Also that year, the work plans were reviewed on a new timetable that ran concurrently with Legislative Budget Request reviews. In 2012, as mentioned above, the Annual Accountability Report will incorporate the additional metrics that were approved as part of the new Strategic Plan, furthering the framework for complete accountability.



MORE FLEXIBILITY PROVIDED TO UNIVERSITIES

The Board's 2010 governance agreement with the Legislature allows for the Board to provide universities with new options such as market tuition rate (for graduate-level only coursework and certain on-line degrees through a three-year pilot program) and changes in fees. The Board approved 17 university proposals for market tuition rate and new fees for the fall 2011 term. In conjunction with this greater flexibility, the Board requested that each university create a (non-binding) four-year projection of tuition and fees, which will serve as a budget planning tool for the Board as it routinely ensures that all tuition and fee increases are justified, well-planned, and fully vetted.

NEW FLORIDA INITIATIVE ADVANCED

The Board's *New Florida Initiative* is more than a budget request. It is a long-term strategy that will have measurable results in the State's economic portfolio for 20 years and beyond. In November 2010, the Board announced award winners as part of a \$10 million investment strategy – designed in partnership with the Legislature – to better leverage the collective intellect and research talent in the System. There are now unprecedented levels of cooperation toward “cluster industries” while the universities also work to retain or recruit nationally recognized scholars in science, technology, engineering and mathematics. There were 31 projects selected with 45 monetary awards distributed among the 11 institutions within the State University System. Early results already show impressive return-on-investment with \$3.5 million used to secure a cohort of top scholars who have a cumulative research portfolio valued at more than \$28 million.

NEW TRUSTEE ORIENTATION PROGRAM LAUNCHED

The Board of Governors is responsible to appoint five members to each of the 11 Boards of Trustees within the System. The Trustee Nominating Committee reviewed more than 100 applications submitted from around the country for 24 appointment vacancies in 2010-11. The Board conducted a series of interviews, and then orientation sessions around the State to allow new appointees an opportunity to meet with Board members, Board staff, fellow Trustees, and to learn about the major issues facing the System. More than 80% of all new Trustees have participated in one of these sessions to date.

TRANSPARENCY AND ACCESSIBILITY ENHANCED

In 2010, the Board spotlighted the university Presidents for a series of taped segments called “Presidents’ Perspectives.” As part of an ongoing effort to highlight the differentiated missions and activities of each university, these segments are archived on the Board's web site and are airing on The Florida Channel for statewide broadcast. The Board also released a two-year meeting calendar, returning to the practice of rotating meeting locations amid the 11 institutions to ensure that stakeholders across Florida have another means of access to the System's governing body.

For a complete archive of the Board's accomplishments
and major news events, visit www.flbog.edu/pressroom.



Introduction

The State University System of Florida is committed to achieving excellence in teaching, research, and public service – the traditional *tripartite mission* of universities. This goal is achieved through a coordinated system of public institutions of higher learning, each with its distinctive mission and collectively dedicated to serving the needs of a diverse state and nation.

The Board of Governors has developed a comprehensive strategic planning and accountability framework, including the multi-year university work plans and annual reports. If the System is to remain a national and global leader of advanced education, innovative research, and high-impact public service for the citizens of Florida, it will require:

- Appropriate and predictable levels of funding;
- Collaboration and responsible stewardship;
- Recruitment and development of talented and diverse faculty, staff, and students;
- Engagement with educational, business, governmental, and community partners; and
- System-wide commitment to continuous improvement.



Since the early 1990s, the System has reported annually on various performance accountability measures. In 2005, the Board adopted the “State University System of Florida’s Strategic Plan for 2005-2013” in which it outlined specific, measurable goals for the System that focused on (1) providing access, (2) meeting the workforce needs of the State, (3) building world-class academic programs and research capacity, while defining and approving university missions, and (4) meeting community needs and fulfilling unique institutional responsibilities.

While the next sections of this report document System-wide and institutional progress toward those goals, this year’s Annual Accountability Report begins to focus on the new long-range Strategic Plan (2012-2025). Read more about the new plan on pages 24-26 of this report and in the Key Accomplishments section.



2005-2013 STRATEGIC PLAN

Goal 1: Access to and Production of Degrees

With 321,503 students enrolled in Fall 2010 (the most recently available national data), the State University System of Florida is the second-largest system in the country behind the California State University System based on Fall semester headcount enrollments.

DEGREES AWARDED IN 2010-11

The State University System awarded 76,013 total degrees in 2010-11, a 55% increase since 2000-01.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's	1,296	4,593	1,616	6,637	7,886	167	10,646	8,685	2,995	8,190	1,903	54,614
<i>1yr % Change</i>	4%	2%	11%	6%	-1%	9%	7%	-7%	1%	4%	12%	2%
Graduate	630	1,463	409	2,971	3,095	0	2,538	6,075	595	3,002	621	21,399
<i>1yr % Change</i>	-5%	12%	14%	12%	6%	-	14%	1%	-6%	2%	25%	6%
TOTAL	1,926	6,056	2,025	9,608	10,981	167	13,184	14,760	3,590	11,192	2,524	76,013
<i>1yr % Change</i>	1%	4%	11%	8%	1%	9%	8%	-3%	0%	3%	15%	3%

BACCALAUREATE DEGREES AWARDED TO UNDERREPRESENTED GROUPS IN 2010-11

The number of baccalaureate degrees awarded to underrepresented groups grew faster than the overall baccalaureate growth for the System.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Non-Hispanic Black	1,224	808	76	764	778	1	939	859	290	921	157	6,817
<i>1yr % Change</i>	5%	-3%	-1%	6%	-4%	-67%	10%	11%	-6%	6%	8%	4%
Hispanic	16	907	213	4,156	926	18	1,604	1,368	192	1,140	87	10,627
<i>1yr % Change</i>	33%	9%	21%	6%	4%	38%	24%	-1%	4%	21%	9%	9%
Pell-Grant Recipients	869	1,763	484	3,284	2,354	46	3,469	2,684	1,098	3,221	767	20,039
<i>1yr % Change</i>	4%	6%	11%	9%	-2%	5%	6%	-5%	13%	1%	19%	4%



BACCALAUREATE DEGREES AWARDED BY STUDENT TYPE

As a System, first-time in college students (FTIC) comprised 48% of students receiving baccalaureate degrees in 2010-11. The percentages of baccalaureate degrees awarded to students who entered the System with an A.A. degree increased 8% from 2009-10 to 2010-11.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FTIC	889	1,264	797	2,611	5,201	143	4,441	6,139	1,256	2,851	541	26,133
<i>% of Total</i>	69%	28%	49%	39%	66%	86%	42%	71%	42%	35%	28%	48%
<i>1yr % Change</i>	4%	-2%	30%	2%	0%	8%	3%	-2%	4%	-2%	4%	1%
AA Transfers	191	1,820	394	2,374	2,002	7	4,916	1,923	1,154	2,538	819	18,138
<i>% of Total</i>	15%	40%	24%	36%	25%	4%	46%	22%	39%	31%	43%	33%
<i>1yr % Change</i>	35%	10%	-3%	11%	5%	-22%	14%	-10%	4%	12%	10%	8%
Other Transfers	216	1,509	425	1,652	683	17	1,289	623	585	2,801	543	10,343
<i>% of Total</i>	17%	33%	26%	25%	9%	10%	12%	7%	20%	34%	29%	19%
<i>1yr % Change</i>	-11%	-4%	-4%	5%	-18%	55%	-2%	-33%	-11%	3%	24%	-4%

NOTE: Other Transfers include students who transfer from within the State University System as well as FCS transfers without an AA degree.

UNDERGRADUATE HEADCOUNT ENROLLMENT

As a System, undergraduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but three institutions reporting growth.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	245	11,501	7,537	4,126	21,451	616	30,199	19,033	10,348	22,603	6,871	134,530
<i>1yr % Change</i>	-2%	0%	5%	-3%	0%	-3%	2%	-5%	-2%	-1%	4%	0%
Non-Hispanic Black	10,594	4,087	549	3,936	3,211	12	4,558	3,062	1,405	4,137	933	36,484
<i>1yr % Change</i>	11%	4%	14%	7%	3%	-37%	11%	-11%	-7%	-2%	5%	5%
Hispanic	110	4,978	1,600	21,508	4,221	102	8,056	5,376	1,022	5,818	561	53,352
<i>1yr % Change</i>	-24%	15%	22%	8%	9%	13%	19%	3%	-2%	12%	10%	10%
Asian	98	1,008	153	1,033	1,055	24	2,629	2,690	740	2,143	374	11,947
<i>1yr % Change</i>	7%	1%	-25%	-5%	0%	4%	1%	-8%	-12%	-4%	-17%	-4%
Other	100	662	370	1,867	575	30	1,120	1,034	468	944	381	7,551
<i>1yr % Change</i>	23%	5%	58%	14%	6%	233%	54%	131%	227%	61%	61%	43%
Not Reported	0	183	94	431	433	21	785	869	66	647	15	3,544
<i>1yr % Change</i>	0%	23%	104%	77%	30%	-58%	-39%	-2%	-41%	-7%	-29%	-7%
TOTAL	11,147	22,419	10,303	32,901	30,946	805	47,347	32,064	14,049	36,292	9,135	247,408
<i>1yr % Change</i>	11%	4%	9%	6%	2%	-3%	5%	-3%	-1%	1%	5%	3%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.



GRADUATE HEADCOUNT ENROLLMENT

As a System, graduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but two institutions reporting growth.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	303	2,480	929	1,705	5,631	-	5,050	9,007	1,346	6,173	1,342	33,966
1yr % Change	7%	-4%	7%	4%	-3%	-	7%	-2%	-2%	0%	7%	0%
Non-Hispanic Black	1,468	481	59	1,081	720	-	754	763	136	807	192	6,461
1yr % Change	-1%	1%	9%	6%	-4%	-	20%	-2%	-10%	-4%	6%	2%
Hispanic	84	545	97	3,276	599	-	680	1,356	86	858	79	7,660
1yr % Change	-24%	8%	20%	10%	12%	-	-8%	6%	2%	5%	15%	6%
Asian	55	178	19	269	294	-	346	1,100	69	524	53	2,907
1yr % Change	-7%	-2%	0%	-1%	-3%	-	15%	-3%	-21%	2%	-4%	-1%
Other	49	342	38	1,458	1,065	-	925	3,728	110	940	90	8,745
1yr % Change	-11%	3%	65%	10%	1%	-	6%	9%	100%	12%	61%	9%
Not Reported	0	117	11	108	187	-	310	575	36	113	0	1,457
1yr % Change	0%	117%	120%	59%	26%	-	21%	10%	29%	24%	-100%	24%
TOTAL	1,959	4,143	1,153	7,897	8,496	-	8,065	16,529	1,783	9,415	1,756	61,196
1yr % Change	-2%	0%	10%	8%	-1%	-	7%	1%	0%	2%	9%	3%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.

ENROLLMENT OF VETERANS

The State University System recognizes the importance of providing a welcoming, user-friendly environment for veterans of the United States armed forces. In 2010-11, there were 10,966 active duty military, veterans and eligible dependents enrolled across the System. One third of these students were on the Post-9/11 GI Bill.

2010-11 Veterans Headcount Enrollments (includes Active Duty and Dependents)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Students	196	675	265	956	1,059	7	1,877	1,388	966	2,002	1,575	10,966
% of Total	2%	6%	2%	9%	10%	0%	17%	13%	9%	18%	14%	100%

Note: This year's report represents the baseline data for this new metric within the State University Database System (previously, veteran data was collected ad hoc).



RETENTION AND GRADUATION

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping students who are academically at risk. First-year persistence rates serve as a valuable early indicator of student success.

First Year Persistence Rates (for full-time FTICs)

Of the full-time FTIC students who entered a state university in the fall (or entered in the summer and continued in the fall), the percentage of students who were still enrolled in the same institution after one year increased from 87.9% for the fall 2005 cohort to 89.4% for the fall 2009 cohort.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2009 cohort	83.4%	81.6%	75.5%	85.2%	91.8%	84.9%	87.4%	95.6%	84.5%	88.3%	74.3%	89.4%
4 Year % Point Change (Compared to 2005 Cohort)	0.9%	5.9%	-0.2%	3.8%	3.9%	2.8%	4.5%	1.2%	4.8%	5.8%	-1.6%	2.2%

Six-Year Graduation Rates (for full- and part-time FTICs)

For all FTIC students (full- and part-time) who entered in the fall term (or who entered in the summer and continued into the fall), the six-year graduation rate from the System has improved over the last five years, from 62.6% for the cohort entering in 2001 to 64.8% for the cohort entering in 2005. An additional 8.4% of the students in this latter cohort are still enrolled in the System. Research indicates that a very high percentage of students still enrolled after six years go on to graduate within ten years.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2005-2011 Cohort	39.0%	41.1%	42.6%	41.0%	73.4%	67.9%	61.9%	83.5%	48.7%	51.1%	46.3%	64.8%
4 Year % Point Change (Compared to 2001 cohort)	0.0%	5.3%	8.8%	-6.6%	5.1%	11.2%	3.1%	2.9%	2.7%	4.4%	1.3%	2.2%

Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Table 4D in this System report, and each university report, provides more graduation rate data.

Accountability measures in higher education have increasingly focused on graduation rates as a proxy for institutional effectiveness in state and national governmental measures, national rankings, and institutional strategic plans. According to data collected by the National Center for Education Statistics, the State University System's six-year graduation rate (2004-2010) for full-time FTIC students was ranked 4th among the ten largest public university systems. When compared to groups of public institutions in other states, the State University System of Florida ranked 12th in its overall graduation rate; 7th in its graduation rate for black, non-Hispanic students; and 10th in its graduation rate for Hispanic students. For more information on graduation rates, click [here](#).



E-LEARNING

The number of students that took at least one distance education course in 2010-11 was 160,649, or about half of all students in the System. The number of students enrolled only in distance learning courses for the same reporting period is 25,772, with 12,183 of those pursuing a baccalaureate degree.

Growth in the number of degree programs offered fully through distance education has been strong over the past ten years, but has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. More recently, however, there has been a surge in baccalaureate program development. The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified 127 baccalaureate programs (up from 60 in 2009-10) offered primarily through distance education. These were mostly targeting workforce areas such as business, information technology, healthcare, paralegal studies, and emergency management. At the graduate level, 172 master's programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

2010-11 Distance Learning Enrollment (Full-Time Equivalent)

In 2010-11, the System enrolled 13% of all FTE in a Distance Learning class, and several institutions (FGCU, UCF, USF, UWF) have more than 25% of all Master's level instruction administered via Distance Learning.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Lower Division	0	146	586	1,017	292	0	1,102	921	120	1,579	459	6,222
<i>% of Total FTE</i>	0%	3%	16%	12%	3%	0%	9%	9%	3%	16%	19%	9%
Upper Division	0	619	519	2,855	453	0	4,414	1,899	291	3,741	1,065	15,856
<i>% of Total FTE</i>	0%	7%	16%	21%	4%	0%	22%	14%	5%	25%	29%	16%
Master's (Grad I)	0	362	167	423	594	0	965	387	87	1,243	450	4,678
<i>% of Total FTE</i>	0%	19%	25%	12%	21%	0%	29%	11%	10%	30%	54%	21%
Doctoral (Grad II)	0	29	13	6	44	0	40	317	5	59	59	572
<i>% of Total FTE</i>	0%	7%	16%	0%	2%	0%	4%	6%	4%	4%	68%	4%
Total	0	1,156	1,285	4,301	1,383	0	6,521	3,524	503	6,622	2,033	27,328
<i>% of Total FTE</i>	0%	7%	17%	16%	5%	0%	18%	11%	5%	22%	29%	13%

Note: Table 3B in this System report, and each university report, provide more detailed information. This data was provided by each university for this report and does not come from the State University Database System (SUDS).



2005-2013 STRATEGIC PLAN

Goal 2: Meeting Statewide Professional and Workforce Needs

Areas of Programmatic Strategic Emphasis

To promote alignment of the State University System degree program offerings with the economic development and workforce needs of the state, the Board of Governors developed and maintains a list of five key Areas of Programmatic Strategic Emphasis. This list is comprised of 111 disciplines classified as **Science, Technology, Engineering, Mathematics (S.T.E.M.)**; 19 critical need disciplines within **Education**; 21 critical need disciplines within **Health Professions**; 9 disciplines in **Security and Emergency Services** ranging from criminal justice and forensic sciences to cybersecurity; and an economic development category entitled **Globalization** that consists of 28 disciplines ranging from international business to foreign languages. The Board of Governors will periodically revise the list according to the changing needs of Florida's workforce.

BACCALAUREATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

In 2010-11, 37% of the baccalaureate degrees granted in the System were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	205	897	257	1,151	1,212	51	1,651	2,481	413	1,635	320	10,273
% of Total	16%	18%	16%	16%	13%	31%	15%	28%	13%	20%	17%	18%
4yr % Change	-22%	13%	367%	17%	44%	11%	24%	20%	33%	30%	28%	25%
Globalization	71	294	42	1,022	1,064	39	520	855	183	526	102	4,718
% of Total	5%	6%	3%	14%	12%	23%	5%	10%	6%	6%	5%	8%
4yr % Change	-14%	2%	250%	28%	20%	26%	46%	9%	17%	23%	48%	21%
Security/Emergency Services	145	313	146	344	422	0	377	204	164	475	91	2,681
% of Total	11%	6%	9%	5%	5%	0%	3%	2%	5%	6%	5%	5%
4yr % Change	18%	19%	60%	32%	4%	0%	-2%	-6%	21%	30%	-10%	14%
Health Professions	80	216	66	208	234	0	682	302	179	439	119	2,525
% of Total	6%	4%	4%	3%	3%	0%	6%	3%	6%	5%	6%	4%
4yr % Change	33%	-7%	-13%	0%	5%	0%	37%	17%	3%	-1%	70%	13%
Education (Critical)	5	47	40	48	101	0	176	25	84	109	149	784
% of Total	0%	1%	2%	1%	1%	0%	2%	0.3%	3%	1%	8%	1%
4yr % Change	-50%	-2%	122%	-9%	-2%	0%	31%	-7%	18%	16%	69%	21%
Total	506	1,767	551	2,773	3,033	90	3,406	3,867	1,023	3,184	781	20,981
% of Total	39%	36%	33%	39%	33%	54%	31%	43%	33%	38%	40%	37%
4yr % Change	-6%	9%	119%	20%	23%	17%	26%	15%	21%	23%	35%	21%

Note: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 4H in this System report, and each university report, provide more information on this topic.



GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

At the graduate level, 45% of the graduate degrees (includes master's, doctoral and professional) granted in 2010-11 were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	56	216	7	471	431	.	688	1,949	27	637	100	4,582
<i>% of Total</i>	9%	15%	2%	16%	14%	.	27%	32%	5%	21%	16%	21%
<i>4yr % Change</i>	-8%	-1%	133%	-2%	28%	.	39%	35%	13%	40%	223%	29%
Health Professions	184	177	72	448	231	.	256	1,197	81	662	11	3,319
<i>% of Total</i>	29%	12%	18%	15%	7%	.	10%	20%	14%	22%	2%	15%
<i>4yr % Change</i>	42%	38%	6%	101%	99%	.	42%	2%	108%	55%	.	34%
Education (Critical)	4	68	41	92	144	.	199	102	40	170	26	886
<i>% of Total</i>	1%	5%	10%	3%	5%	.	8%	2%	7%	6%	4%	4%
<i>4yr % Change</i>	33%	51%	21%	-34%	6%	.	79%	-4%	0%	-12%	-46%	4%
Global Economy	0	35	0	174	150	.	28	132	0	49	13	581
<i>% of Total</i>	0%	2%	0%	6%	5%	.	1%	2%	0%	2%	2%	3%
<i>4yr % Change</i>	.	21%	.	55%	3%	.	115%	35%	.	17%	8%	29%
Security/Emergency Services	0	15	26	61	70	.	81	9	9	31	7	309
<i>% of Total</i>	0%	1%	6%	2%	2%	.	3%	0.1%	2%	1%	1%	1%
<i>4yr % Change</i>	.	67%	.	239%	94%	.	-22%	80%	-31%	417%	.	62%
Total	244	511	146	1,246	1,026	.	1,252	3,389	157	1,549	157	9,667
<i>% of Total</i>	39%	35%	36%	42%	33%	.	49%	55%	26%	51%	25%	45%
<i>4yr % Change</i>	26%	19%	39%	30%	33%	.	39%	20%	35%	38%	73%	29%

Note: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 5C in this System report, and each university report, provide more information on this topic.

CHANGES IN DEGREES AWARDED (2006-07 to 2010-11)

Since 2006-07, almost half (47%) of new baccalaureate degree production in the System was awarded within the Areas of Strategic Emphasis, and four institutions (FSU, NCF, UF, UWF) grew faster within the Areas of Strategic Emphasis than other disciplines. At the graduate level, four institutions (FSU, UCF, UF and USF) increased graduate degree production faster within Areas of Strategic Emphasis than other disciplines.

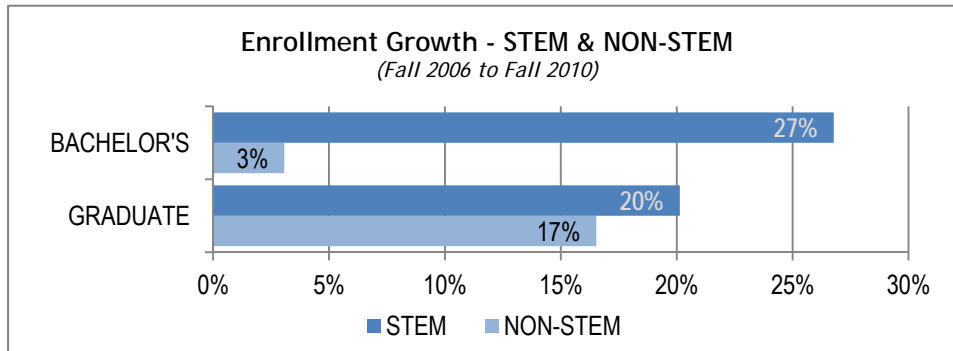
	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's Degrees												
Area of Strategic Emphasis	-34	144	299	467	574	13	709	515	176	599	203	3,665
Not an Area of Strategic Emphasis	9	167	334	857	492	7	1,512	-350	274	905	2	4,209
Graduate Degrees												
Area of Strategic Emphasis	50	82	41	287	254	.	350	568	41	426	66	2,165
Not an Area of Strategic Emphasis	56	190	97	565	167	.	119	462	-57	126	112	1,837

Note: Degree counts include first and second majors.



STEM ENROLLMENT GROWTH

The State University System of Florida is ranked #3 among all university systems in the U.S. for undergraduate STEM degree production. During the Fall 2010 term, the number of students seeking a bachelor's degree in a STEM discipline represented a quarter (24%) of all baccalaureate degree-seeking students. Similarly, STEM graduate students comprised 27% of all graduate students. Student interest in STEM programs is growing quickly, as STEM enrollment growth rates over the past five years have exceeded the enrollment growth for non-STEM programs at the bachelor's and graduate degree levels.



DEGREES BY ACADEMIC DISCIPLINE

During the 2010-11 year, "Business and Management" continued its long run as the most common degree awarded in the System. Degrees in "Health Professions" and "Biological Sciences" are increasing in popularity more quickly than the other top 10 disciplines.

Academic Discipline	Bachelor's	%Δ ¹	Academic Discipline	Master's	PhD	Prof.	Graduate Total	%Δ ¹
1 Business and Management	12,185	3%	Business and Management	4,136	42	.	4,178	30%
2 Social Sciences	5,940	12%	Health Professions	2,407	502	1,142	4,051	136%
3 Health Professions	4,264	21%	Education	3,106	334	.	3,440	6%
4 Psychology	3,986	19%	Engineering	1,681	404	.	2,085	37%
5 Education	3,901	0%	Law	116	.	1,021	1,137	22%
6 Biological/Biomedical Sciences	3,050	61%	Public Administration	875	37	.	912	9%
7 Engineering	2,966	14%	Social Sciences	474	123	.	597	26%
8 Mass Communications	2,906	13%	Biological/Biomedical Sciences	398	190	.	588	67%
9 Homeland Security, Enforcement, Emergency	1,934	10%	Visual and Performing Arts	431	50	.	481	14%
10 Visual and Performing Arts	1,917	11%	Psychology	281	130	.	411	-5%

Note: The percent change (%Δ) is the change in degrees awarded from 2006-07 to 2010-11. Degree counts are for first majors only.



2005-2013 STRATEGIC PLAN

Goal 3: Building World-Class Academic Programs and Research Capacity

Academic Program Quality

The Board of Governors' continuing accountability for the System includes regulations that guide ongoing improvement efforts. The Board has directed each institution to maintain regional accreditation. All institutions maintain regional accreditation through the Southern Association of Colleges and Schools (SACS). In addition, the Board encourages institutions to seek national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards. In 2009-10, 89% of the State University System's academic programs (across all degree levels) received specialized accreditation — where specialized accreditation was available.

To supplement specialized accreditation reviews and to ensure that programs without such accreditation options receive sufficient attention, the Board requires the cyclic review of all academic degree programs at least every seven years. The program review processes have been well aligned with the respective entities that provide regional and discipline-specific accreditation expectations.

STUDENT LEARNING OUTCOMES ASSESSMENT

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify, by academic program, what students will have learned by the time they graduate, and how that learning will be measured. In 2010, the majority of undergraduate programs across the System have implemented all of the key components of the State University System's assessment of student learning outcomes.

	2006	2007	2008	2009	2010
Programs that have:					
Identified Core Student Learning Outcomes	95%	96%	99%	99%	99%
Identified Student Assessment Types	89%	95%	97%	86%	92%
Described Program Evaluation	37%	59%	93%	95%	94%
Applied Evaluation Results	44%	58%	82%	81%	80%



VIABILITY STUDIES OF ACADEMIC PROGRAMS

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor listing new degree program reviews conducted within the preceding year, and the results of each review. During the 2010-11 year, 27 new programs were approved, 52 were either terminated or suspended, and 10 programs were reviewed but not approved by university Boards of Trustees.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
New Programs	2	3	2	5	1	-	4	1	3	6	0	27
Terminated/Suspended Programs	24	5	0	2	7	-	5	3	1	4	1	52
New Programs Considered By University But Not Approved	3	0	0	0	0	-	0	0	7	0	0	10

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

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. In 2010-11, two-thirds (26 of 39) of university passage rates were above the state and/or national averages, which also includes private institutions.

2010-11 First-time Examinee Pass Rates

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS	US/FL AVERAGE
Nursing	85%	85%	82%	90%	92%	95%	97%	84%	96%	94%	91%	89% ¹
Law	63%	.	.	89%	88%	.	86%	.	.	.	85%	82% ¹
Medicine (Step 1)	.	.	.	.	90%	.	99%	.	92%	.	94%	92%
Medicine (Step 2-CK)	.	.	.	.	97%	.	99%	.	100%	.	99%	97%
Medicine (Step 2-CS)	.	.	.	.	98%	.	100%	.	100%	.	99%	97%
Veterinary	.	.	.	.	.	.	100%	.	.	.	100%	98%
Pharmacy	72%	.	.	.	.	.	97%	.	.	.	90%	94%
Dentistry (Part 1)	.	.	.	.	.	.	100%	.	.	.	100%	94%
Dentistry (Part 2)	.	.	.	.	.	.	99%	.	.	.	99%	94%
Physical Therapy ²	45%	.	73%	75%	.	92%	91%	100%	85%	.	82%	87%
Occupational Therapy ²	44%	.	84%	65%	.	.	92%	.	.	.	77%	82%

Note 1: The Nursing and Law exam average pass rates are based on the Florida average – all other benchmarks are national averages.

Note 2: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Tables 40 and 5D in this System report, and each university report, provide more information on this topic.



Research, Development, and Commercialization

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

RESEARCH EXPENDITURES

In 2009-10, the State University System research-only activities consisted of \$1.69 billion in expenditures (a 19% increase from just five years earlier, in 2005-06).

Dollars in Millions

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2009-10 Expenditures	\$53.5	\$56.5	\$13.9	\$110.3	\$237.9	\$0.7	\$118.0	\$681.5	\$8.0	\$390.8	\$17.8	\$1,688.8
<i>4 year % Change (Compared to 2005-06)</i>	45%	86%	13%	30%	13%	210%	-4%	14%	25%	28%	33%	19%

Note: Table 6A in this System report, and each university report, provide more information on this topic.

TOP 10 STATES GROWTH IN RESEARCH EXPENDITURES

During the past 10 years, Florida has consistently ranked 4th in the nation in terms of research expenditures by public universities. The State University System of Florida posted a larger percentage growth than any other top 10 state. (Unlike Florida, some states have more than one system.)

Dollars in Billions

RANK	STATE	1999-2000	2008-09	% GROWTH
1	California	\$3.01	\$5.50	83%
2	Texas	\$1.64	\$3.57	117%
3	Michigan	\$1.00	\$1.85	84%
4	Florida	\$0.69	\$1.62	133%
5	Pennsylvania	\$0.78	\$1.51	94%
6	Ohio	\$0.68	\$1.43	110%
7	New York	\$0.59	\$1.25	111%
8	North Carolina	\$0.60	\$1.18	99%
9	Maryland	\$0.60	\$1.18	95%
10	Washington	\$0.64	\$1.13	75%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar). Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others). National R&D data for the 2009-10 year is not yet available.



STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is paying substantial dividends. Since their inception, beginning in 2003, the State has invested a total of \$84.5 million and the Centers have returned \$294 million in competitive grants, private resources and licensing revenues. These Centers have executed 43 licenses, started 31 companies in Florida, created 790 jobs, and have established 646 collaborations with private industry. Reports for each Center of Excellence are included in the university-specific sections of the Annual Accountability Report.

Dollars in Millions

UNIV	NAME OF CENTER	YEAR CREATED	STATE FUNDS	GRANT AWARDS	PRIVATE FUNDS	LICENSING INCOME	TOTAL EXPENSES	PRIVATE INDUSTRY COLLAB- ORATIONS	JOBS CREATED
FAU	Center for Biomedical and Marine Biotechnology*	2002-03	\$10.0	\$26.3	\$0.0	\$0.03	\$36.3	10	2
UCF	Florida Photonics Center of Excellence (FPCE)	2002-03	\$10.0	\$52.8	\$0.0	\$0.18	\$49.3	60	60
UF	Regenerative Health Biotechnology	2002-03	\$10.0	\$19.2	\$0.0	\$0.48	\$21.8	234	251
FAU	Southeast National Marine Renewable Energy Center	2006-07	\$5.0	\$6.2	\$0.3	\$0.0	\$12.3	33	0
FSU	Center of Excellence in Advanced Materials	2006-07	\$4.0	\$15.1	\$0.0	\$0.0	\$14.0	45	16
UCF	Laser Technology Initiative	2006-07	\$4.5	\$14.7	\$1.0	\$0.0	\$7.9	10	15
UF	Center for Nano-Bio Sensors	2006-07	\$4.0	\$21.9	\$23.0	N/A	\$3.7	7	53
UF	FISE Energy Technology Incubator	2006-07	\$4.5	\$62.8	N/A	\$0.60	\$39.5	120	107
USF	Center for Drug Discovery and Innovation (formerly FCoE-BITT)	2006-07	\$8.0	\$10.8	\$0.0	\$0.16	\$12.9	39	0
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	\$10.0	\$8.6	\$0.0	\$0.0	\$7.6	28	5
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	\$14.6	\$29.7	\$0.0	N/A	\$13.3	60	285
TOTAL			\$84.6	\$268.1	\$24.3	\$1.5	\$218.6	646	794

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



UNIVERSITY CENTERS AND INSTITUTES

Due to reductions in State funding, the State University System has closed or placed in an inactive status more than 100 university-based institutes and centers since 2007. For the university centers and institutes that remain, the majority (82%) of their FY2010-11 total expenditures were from external (non-state funding) sources, which means for every dollar of State funds invested, \$4.67 of external funds was generated.

Dollars in Millions

	Number of CENTERS	EXPENDITURES FROM STATE E&G FUNDS	EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			TOTAL EXPENDITURES	RETURN ON INVESTMENT (\$)
			CONTRACTS & GRANTS	FEES FOR SERVICE	PRIVATE		
FAMU	20	\$4.3	\$13.3	\$0.0	\$0.0	\$17.6	\$3.09
FAU	42	\$3.6	\$6.8	\$2.0	\$0.8	\$13.2	\$2.67
FGCU	7	\$0.5	\$4.2	\$0.2	\$0.1	\$4.9	\$9.00
FIU	41	\$6.4	\$39.4	\$3.9	\$0.7	\$50.4	\$6.88
FSU	102	\$12.4	\$75.9	\$8.6	\$8.3	\$105.3	\$7.48
UCF	26	\$16.3	\$47.2	\$5.5	\$2.3	\$71.2	\$3.37
UF	179	\$30.0	\$75.2	\$8.4	\$17.0	\$130.5	\$3.35
UNF	20	\$1.6	\$3.2	\$0.9	\$0.4	\$6.1	\$2.81
USF	95	\$13.7	\$87.5	\$3.1	\$5.2	\$109.4	\$6.99
UWF	11	\$3.2	\$8.7	\$0.2	\$0.2	\$12.4	\$2.84
SYSTEM	493	\$92.0	\$361.4	\$32.8	\$35.0	\$521.1	\$4.67

Note: The number of centers includes active and inactive programs, and excludes terminated, denied and unofficial centers.

FACULTY MEMBERSHIP IN THE NATIONAL ACADEMIES

The State University System trails the public universities of other key states in the number of faculty who have been invited into the National Academies, which is comprised of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine.

RANK	PUBLIC UNIVERSITIES BY STATE	FACULTY	RANK	PUBLIC UNIVERSITIES BY STATE	FACULTY
1	California	660	6	Pennsylvania	51
2	Texas	148	6	Colorado	51
3	Washington	110	8	North Carolina	49
4	Michigan	91	8	Virginia	49
5	Illinois	59	10	Florida	38

Note: 2009 data is the most recently available from the 2010 Annual Report of the Top American Research Universities by the Center for Measuring University Performance.



PATENTS AND LICENSES

Other indicators of the System's contributions to economic development are patents and licenses. These key metrics often represent the initial movement from laboratory bench to retail shelf. The State University System is one of the primary organizations developing Florida's innovative capacity, and is second to none when compared to any company or entity producing patents within the State as measured by the number of patents issued in the last five years by the United States Patent and Trademark Office.

Table 6A in this System report, and each university report, provides additional patent statistics that report a 63% increase in the number of patents issued to the State University System between 2005-06 and 2009-10. Licenses and options executed increased in the System by 80% between 2006 and 2010.

Patents Awarded in Florida by Organization (2006-2010)

RANK	FIRST NAMED ASSIGNEE	2006	2007	2008	2009	2010	Total
	<i>TOTAL PATENTS AWARDED IN FLORIDA</i>	2,058	1,829	1,640	1,690	2,262	9,479
1	STATE UNIVERSITY SYSTEM	150	130	118	149	215	762
2	MOTOROLA, INC.	124	108	80	65	61	438
3	HARRIS CORP.	79	58	62	55	61	315
4	IBM CORPORATION	61	55	61	69	68	314
5	UNIVERSITY OF FLORIDA	74	56	41	52	40	263
6	UNIVERSITY OF CENTRAL FLORIDA	29	30	36	51	56	202
7	UNIVERSITY OF SOUTH FLORIDA	30	27	31	32	77	197
8	SIEMENS ENERGY, INC.	0	0	4	58	96	158
9	SIEMENS POWER GENERATION, INC.	34	59	53	0	0	146
10	HONEYWELL INTERNATIONAL INC.	13	18	47	27	39	144
17	FLORIDA STATE UNIVERSITY	12	12	6	12	34	76
49	FLORIDA ATLANTIC UNIVERSITY	5	5	4	2	3	19
233	FLORIDA A&M UNIVERSITY	0	0	0	0	5	5

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2006 - 2010 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/asgsc/fl_ror.htm. Note: More than a third (39%) of Florida's total patents awarded between 2006 and 2010 were assigned as an 'Individually Owned Patent'.



2005-2013 STRATEGIC PLAN

Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

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

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

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

COMMUNITY ENGAGEMENT CLASSIFICATION

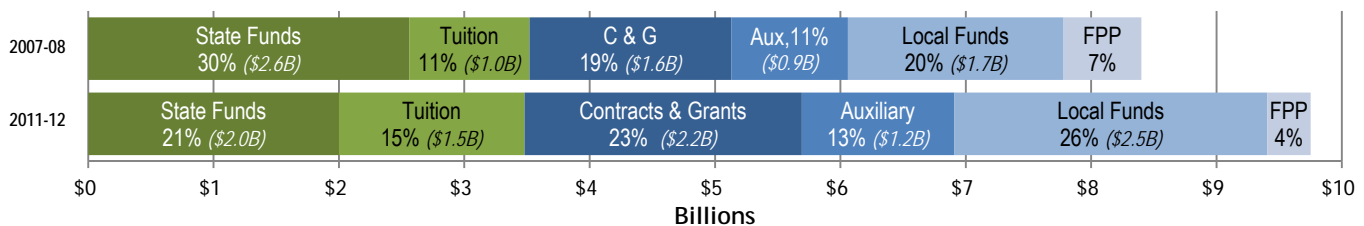
Currently, seven campuses have achieved the Carnegie Foundation's community engagement classification for *Curricular Engagement and Outreach and Partnerships*. The Board's 2012-2025 Strategic Plans calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

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



Critical Financial Data

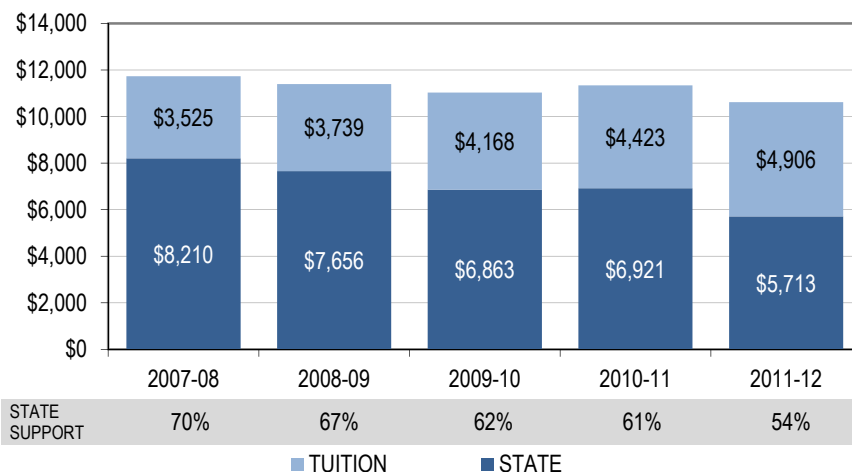
In 2011-12, the System has an overall budget in excess of \$9.7 billion. The budget is divided into five major components: Education and General state and tuition funds (\$3.45B) are the primary sources of funding for instructional activities. Funding from Contracts and Grants (\$2.2B), Auxiliary Services (\$1.2B), Local Funds (\$2.5B), and Faculty Practice Plans (\$343.8M) support university operations in a manner restricted by the definition of the funding categories. Contracts and grants are primarily federal grants restricted to the purpose of the grant; auxiliary services are ancillary units such as parking, housing and transportation; local funds consist of financial aid, various student fees (activity and service, athletic, technology), concessions and self insurance programs; and faculty practice is the revenue generated from patient services associated with health science center clinics.



There was not a decline in the Faculty Practice Plan budget – the apparent reduction results from an operational change in 2008-09 that began transferring Faculty Practice Plan revenues into Contracts and Grants.

Trend in Funding per Student FTE

State support per student FTE has dropped from 70% in 2007-08 to 54% in 2011-12, for the System. State support per student FTE in 2011-12 varies by university, ranging from 73% to 47%, depending largely on recent unfunded enrollment growth.



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition. For more, see: <http://www.flbog.edu/pressroom/news.php?id=418>



Percentage Change in Educational & General Revenues *(from 2007-08 to 2010-11)*

As a system, Education and General revenue increased 4% between 2007-08 and 2010-11. This increase has been largely funded by a 37% increase in tuition, and about \$130 million in non-recurring Federal stimulus aid. However, state funds decreased 16% between 2007-08 and 2010-11, and initial 2011-12 appropriations report a further drop in state revenue, representing a 25% (\$521 million) decrease since 2007-08.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Revenue from State Funds	-13%	-16%	-16%	-19%	-16%	-12%	-16%	-19%	-15%	-11%	-24%	-16%
Revenue from Tuition	48%	34%	73%	32%	28%	17%	55%	34%	34%	29%	39%	37%
TOTAL	9%	2%	15%	3%	1%	-2%	10%	1%	4%	4%	-4%	4%

Note: Table 1A in this System report, and each university report, provide more information about this topic.

Percentage Change in Educational & General Expenditures *(from 2007-08 to 2010-11)*

Despite declining state support, the State University System has maintained its commitment to Instruction & Research (up 4%) while Administration costs have decreased (5%). The table below shows the variation in E&G expenditures across the System from 2007-08 to 2010-11 (the most recently available actual expenditure data). These rates are expected to decline in 2011-12 due to the ending of non-recurring federal stimulus funds of 2009-10 and 2010-11.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Instruction & Research	8%	9%	12%	7%	4%	5%	-2%	3%	-1%	4%	-3%	4%
Administration & Support Services	-14%	4%	-8%	-6%	-18%	0%	4%	-5%	-7%	25% ¹	-23%	-5%
Plant Operations & Maintenance	1%	6%	17%	25%	9%	-6%	23%	2%	25%	-11%	4%	8%
Student Services	-6%	7%	28%	23%	4%	2%	33%	-9%	7%	-7%	15%	7%
TOTAL	1%	5%	10%	7%	2%	0%	3%	1%	1%	2%	-6%	3%

Note: Does Not Include Health-Science Centers, or IFAS. 2010-11 data is most recent actual expenditure data available. These four program components account for 94% of total expenditures across the System. Table 1B in this System report, and each university report, provide more information about this topic.

Note¹: USF's administrative growth is largely due to USF Tampa's reclassification of police expenses from student services to university support, and USF Polytechnic's continued development of the campus site.

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

Administration & Support Services: Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs.

Plant Operations & Maintenance: Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification

Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records.



Looking Ahead: A New Strategic Plan (2012-2025)

While this Annual Accountability Report has been structured around the 2005-2013 Strategic Plan that guided the work of the System during the 2010-11 academic year, future reports will reflect the goals contained within the Board of Governors' new long-range Strategic Plan, which was approved in November 2011. Likewise, university work plans will evolve to account for the projected outcomes, associated metrics, and long-range goals of the new plan.

The goals and metrics for the new strategic plan were categorized into the traditional university tripartite mission of teaching, research, and service. Each of the three areas is further subdivided into the categories of **(a) Excellence, (b) Productivity, and (c) Strategic Priorities.**

STATE UNIVERSITY SYSTEM 2012-2025 GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING (UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce



Strategic Plan (2012-2025) Teaching and Learning Metrics

Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
A1. National Rankings for Universities and Programs	<ul style="list-style-type: none"> - Three institutions ranked Top 50 for public undergraduate (UF, FSU, NCF); - Program rankings not currently tracked at System level. 	<ul style="list-style-type: none"> - Five institutions ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program. 	Institutions would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, <i>US News</i> , Princeton Review, National Resource Counsel (NRC), etc.
A2. Freshman in Top 10% of Graduating High School Class	28%	50%	The Top Tier average for public universities (n=108) listed in 2011 <i>US News</i> ranking is 40%.
A3. Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	5 (of 29) Scores Below Benchmarks	Above Benchmarks for All Exams	An indicator of how well universities are preparing students to enter certain professional occupations.
A4. Eligible Programs with Specialized Accreditation	89% of 754 programs	All (with exceptions)	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
PRODUCTIVITY			
A5. Average Time To Degree for First-time in College Students	4.3 years	4.0 years	The Board is dedicated to the goal of FTIC students graduating on time.
A6. Four-Year Graduation Rates for First-time in College Students from Same University	34%	50%	2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%.
A7. Six-Year Graduation Rates for First-time in College Students from Same University	61%	70%	2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%.
A8. % of Bachelor's Degrees w/ Excess Hours Less than 110% of Required Hours	49%	80%	Due to recent statutory changes this percentage is expected to increase significantly.
A9. Bachelor's Degrees Awarded Annually	53,392	90,000	Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth.
A10. Graduate Degrees Awarded Annually	20,188	40,000	Based on SUS trend the 2025 value would be 37,300.
A11. Bachelor's Degrees Awarded to Minorities	16,207 (30% of total)	31,500 (42% of growth)	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
A12. Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)	46,725 (19% of total)	75,000 (25% of growth)	Florida is currently ranked 4 th in adult enrollment. Based on historical trends, the 2025 value will be 61,000.
A13. Percent of Course Sections Offered via Distance and Blended Learning	18%	30%	Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change.
STRATEGIC PRIORITIES			
A14. Bachelor's Degrees in STEM	9,605 (18% of total)	22,500 (25% of total)	Based on historical trends, the 2025 value will be 18,500.
A15. Bachelor's Degrees in All Areas of Strategic Emphasis	19,832 (37% of total)	45,000 (50% of total)	Based on historical trends, the 2025 value will be 34,200.
A16. Graduate Degrees in STEM	4,330 (21% of total)	14,000 (35% of total)	Based on historical trends, the 2025 value will be 11,700.
A17. Graduate Degrees in All Areas of Strategic Emphasis	9,170 (45% of total)	20,000 (50% of total)	Based on historical trends, the 2025 value will be 19,000.



Strategic Plan (2012-2025) Scholarship, Research and Innovation Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
B1. Faculty Membership in National Academies	38	75	Currently SUS is ranked 10 th ; 2025 Goal is to be ranked 5 th . Based on historical trends, the 2025 value would be 48.
B2. Number of Faculty Designated a Highly Cited Scholar	46	100	Currently SUS is ranked 7 th ; 2025 Goal is to be ranked 3 rd .
PRODUCTIVITY			
B3. Total R&D Expenditures (\$ Billions)	\$1.68B	\$3.25B	Currently SUS is ranked 4 th ; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be \$3.09B.
B4. Number of Licenses and Options Executed	159	250	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
B5. Number of Start-Up Companies Created	18	40	The 2025 Goal is to be on par with the University of California System.
B6. Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	50%	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
STRATEGIC PRIORITIES			
B7. Percent of R&D Expenditures funded from External Sources	59%	67%	2025 Goal based on the Top 10 states average percentage of FY2009 expenditures from external sources (defined by NSF as from Federal, Private Industry and Other).

Strategic Plan (2012-2025) Community and Business Engagement Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
C1. Number of Institutions with Carnegie's Community Engagement Classification	7 (includes USF St. Petersburg)	All	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
PRODUCTIVITY			
C2. Percentage of Students Participating in Identified Community & Business Engagement Activities (includes curricular & co-curricular)	13%-51% Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
C3. Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
STRATEGIC PRIORITIES			
C4. Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	81%	90+%	The Board is dedicated to improving the employment and earnings outcomes for State University System students.



Appendix: Data Tables

Section 1 – Financial Resources

- 1A. University E&G Revenues
- 1B. University E&G Expenditures
- 1C. State Funding per Student FTE
- 1D. University Other Budget Entities
- 1E. University Total Revenues and Expenditures
- 1F. Voluntary Support of Higher Education
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- 1H. Health Science Center - E&G Revenues
- 1I. Health Science Center - E&G Expenditures
- 1J. Health Science Center - Faculty Practice Plans
- 1K. IFAS - E&G Revenues
- 1L. IFAS - E&G Expenditures

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- 3B. Enrollment by Location

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- 4A. Degree Program Changes in AY 2009-2010
- 4B. First-Year Persistence Rates
- 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time, First-Time-in-College (FTIC) Students
- 4D. SUS Definition - Undergraduate Progression and Graduation Rates for Full- & Part-Time, First-Time-in-College (FTIC) Students
- 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students
- 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students
- 4G. Baccalaureate Degrees Awarded

- 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
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- 4J. Baccalaureate Completion Without Excess Credit Hours
- 4K. Undergraduate Course Offerings
- 4L. Faculty Teaching Undergraduates
- 4M. Undergraduate Instructional Faculty Compensation
- 4N. Student/Faculty Ratio
- 4O. Professional Certification/Licensure Exams - Undergraduate Programs
- 4P. Tuition Differential Fee

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- 5A. Degree Program Changes in AY 2009-2010
- 5B. Graduate Degrees Awarded
- 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- 5D. Professional Certification/Licensure Exams - Graduate Programs

Section 6 – Research & Economic Development

- 6A. Research and Development
- 6B. Centers of Excellence
- 6C. State University Research Commercialization Assistance Grants
- 6D. 21st Century World Class Scholars Program

Section 1 –Financial Resources in State University System

TABLE 1A. EDUCATION AND GENERAL REVENUES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$2,030,421,362	\$1,903,364,717	\$1,684,412,734	\$1,740,560,211	\$1,573,851,287
Non-Recurring State Funds (GR & Lottery)	\$ 89,599,784	\$ 84,112,594	\$ 11,300,003	\$ 32,590,697	\$ 24,767,144
Tuition (Resident & Non-Resident)	\$ 844,968,884	\$ 901,764,013	\$ 978,155,573	\$1,084,432,147	\$1,154,860,024
Tuition Differential Fee	\$ 0	\$ 10,156,021	\$ 38,246,310	\$ 87,512,298	\$ 133,475,141
Other Revenues (Includes Misc. Fees & Fines)	\$ 31,534,916	\$ 30,599,606	\$ 30,720,576	\$ 32,494,208	\$ 33,305,755
Phosphate Research Trust Fund	\$ 7,268,856	\$ 7,287,963	\$ 7,304,874	\$ 7,330,654	\$ 7,334,170
Federal Stimulus Funds	\$ 0	\$ 0	\$ 133,923,488	\$ 129,012,316	\$ 0
TOTAL	\$3,003,793,802	\$2,937,284,914	\$2,884,063,558	\$3,113,932,531	\$2,927,593,521

TABLE 1B. EDUCATION AND GENERAL EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$ 1,757,169,183	\$ 1,707,787,840	\$ 1,706,949,592	\$ 1,821,269,746	\$ 1,969,121,259
Administration and Support Services	\$ 316,006,696	\$ 307,213,085	\$ 321,454,964	\$ 301,102,081	\$ 331,704,973
Plant Operations & Maintenance	\$ 270,254,181	\$ 274,869,631	\$ 278,921,324	\$ 291,652,722	\$ 296,367,140
Student Services	\$ 183,072,416	\$ 185,163,451	\$ 176,411,021	\$ 195,501,633	\$ 180,554,105
Library/Audio Visual	\$ 118,583,551	\$ 115,034,669	\$ 111,547,518	\$ 113,461,211	\$ 114,039,050
Museums and Galleries	\$ 18,196,684	\$ 17,396,921	\$ 16,093,221	\$ 16,073,055	\$ 16,569,651
Institutes and Centers	\$ 25,032,069	\$ 21,865,038	\$ 10,122,039	\$ 11,231,728	\$ 12,261,639
Academic Infrastructure Support Organization	\$ 0	\$ 0	\$ 10,806,638	\$ 10,772,861	\$ 10,437,296
Radio/TV	\$ 4,892,840	\$ 4,656,001	\$ 4,998,434	\$ 4,926,550	\$ 4,666,145
Intercollegiate Athletics	\$ 2,487,962	\$ 2,175,571	\$ 2,168,539	\$ 1,934,233	\$ 1,946,459
TOTAL	\$ 2,695,695,582	\$ 2,636,162,207	\$ 2,639,473,290	\$ 2,767,925,820	\$ 2,937,667,717

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 1 –Financial Resources in State University System

TABLE 1C. STATE FUNDING PER FULL-TIME EQUIVALENT (FTE) STUDENT

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$7,605	\$6,872	\$5,686	\$5,690	\$4,884
Lottery Funds per FTE	\$577	\$756	\$649	\$737	\$803
Tuition & Fees per FTE	\$3,525	\$3,739	\$4,168	\$4,423	\$4,906
Other Trust Funds per FTE	\$28	\$28	\$528	\$494	\$26
TOTAL per FTE	\$11,734	\$11,396	\$11,031	\$11,344	\$10,618
Actual Funding per FTE					
Tuition & Fees per FTE	\$3,383	\$3,649	\$3,942	\$4,366	\$4,701
TOTAL per FTE	\$11,592	\$11,305	\$10,805	\$11,287	\$10,414

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.

TABLE 1D. OTHER BUDGET ENTITIES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Auxiliary Enterprises					
Revenues	\$ 1,163,629,784	\$ 1,163,088,578	\$ 1,112,939,495	\$ 1,179,299,394	\$ 1,226,674,313
Expenditures	\$ 968,023,572	\$ 1,072,303,795	\$ 979,073,097	\$ 1,053,880,531	\$ 1,218,248,991
Contracts & Grants					
Revenues	\$ 1,641,565,188	\$ 2,058,974,553	\$ 1,823,052,918	\$ 1,893,502,653	\$ 2,122,092,746
Expenditures	\$ 1,463,169,784	\$ 1,791,312,709	\$ 1,815,446,357	\$ 1,892,733,096	\$ 2,211,746,486
Local Funds					
Revenues	\$ 1,485,614,581	\$ 1,570,430,095	\$ 2,032,506,623	\$ 2,290,864,436	\$ 2,392,751,524
Expenditures	\$ 1,416,456,994	\$ 1,558,788,157	\$ 2,032,535,858	\$ 2,288,187,829	\$ 2,461,846,342

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.

TABLE 1E. TOTAL REVENUES AND EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Revenues	\$7,294,603,355	\$7,729,778,140	\$7,852,562,594	\$8,477,599,014	\$8,669,112,104
Expenditures	\$6,543,345,932	\$7,058,566,868	\$7,466,528,602	\$8,002,727,276	\$8,829,509,536

Section 1 –Financial Resources in State University System

TABLE 1F. VOLUNTARY SUPPORT OF HIGHER EDUCATION

	2005-06	2006-07	2007-08	2008-09	2009-10
Endowment Market Value (\$ Millions)	\$ 2,391.8	\$ 2,899.6	\$ 2,924.6	\$ 2,278.2	\$ 2,494.3
Annual Gifts Received (\$ Millions)	\$ 367.6	\$ 424.6	\$ 408.1	\$ 352.2	\$ 378.3
Percentage of Graduates Who are Alumni Donors	8.1%	8.7%	8.4%	7.5%	7.9%

TABLE 1G. FEDERAL STIMULUS DOLLARS (ARRA)

	2009-10 Actual	2010-11 Actual
Jobs Saved/Created	\$ 141,285,479	\$ 110,023,483
Building Repairs/Alterations	\$ 9,885,753	\$ 16,426,227
Other	\$ 4,556,518	\$ 8,951,686
Information Technology Equipment	\$ 1,218,705	\$ 3,399,192
Scholarships	\$ 1,507,058	\$ 2,831,708
Furniture & Equipment	\$ 306,535	\$ 1,525,491
Library Resources	\$ 500,000	\$ 700,000
Printing	\$ 0	\$ 10,351
Motor Vehicles	\$ 0	\$ 9,445
Financial Aid to Medical Students	\$ 0	\$ 0
TOTAL	\$ 159,260,047	\$ 143,877,583

Section 1 –Financial Resources in State University System

TABLE 1H. HEALTH-SCIENCE CENTER E&G REVENUES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$ 209,587,383	\$ 218,046,969	\$ 233,380,325	\$ 242,516,676	\$ 248,082,831
Non-Recurring State Funds (GR & Lottery)	\$ 9,360,709	\$ 1,961,453	\$ 0	\$ 6,575,000	\$ 250,000
Tuition (Resident & Non-Resident)	\$ 51,019,084	\$ 59,884,163	\$ 68,433,163	\$ 77,396,116	\$ 88,305,424
Tuition Differential Fee	\$ 0	\$ 111,799	\$ 501,511	\$ 947,321	\$ 1,399,644
Other Revenues (Includes Misc. Fees & Fines)	\$ 249,489	\$ 130,077	\$ 341,178	\$ 806,471	\$ 294,999
Other Operating Trust Funds	\$ 15,057,261	\$ 13,744,423	\$ 11,148,439	\$ 13,367,628	\$ 15,526,811
Federal Stimulus Funds	\$ 0	\$ 0	\$ 16,398,029	\$ 15,658,535	\$ 0
TOTAL	\$ 285,273,926	\$ 293,878,884	\$ 330,202,645	\$ 357,267,747	\$ 353,859,709

TABLE 1I. HEALTH-SCIENCE CENTER E&G EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$ 348,813,280	\$ 369,631,056	\$ 432,781,172	\$ 258,118,981	\$ 271,039,133
Plant Operations & Maintenance	\$ 58,178,028	\$ 61,864,934	\$ 64,646,707	\$ 32,568,348	\$ 35,819,886
Administration and Support Services	\$ 43,823,948	\$ 43,786,078	\$ 46,069,084	\$ 18,855,070	\$ 26,218,655
Teaching Hospital & Allied Clinics	\$ 35,170,634	\$ 31,506,746	\$ 30,373,833	\$ 16,431,794	\$ 16,758,847
Library/Audio Visual	\$ 14,599,122	\$ 17,726,456	\$ 17,673,278	\$ 8,823,682	\$ 7,841,873
Institutes & Centers	\$ 308,792	\$ 2,306	\$ 0	\$ 1,640	\$ 0
Student Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Radio/TV	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Museums and Galleries	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Agricultural Extension	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Intercollegiate Athletics	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$ 500,893,804	\$ 524,517,576	\$ 591,544,074	\$ 334,799,515	\$ 357,678,394

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 1 –Financial Resources in State University System

TABLE 1J. HEALTH-SCIENCE CENTER FACULTY PRACTICE PLANS

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Revenues	\$ 696,785,598	\$ 692,534,924	\$ 753,557,556	\$ 799,805,808	\$ 825,371,934
Expenditures	\$ 699,482,725	\$ 695,790,857	\$ 734,462,500	\$ 780,675,939	\$ 868,779,513

Notes: Faculty practice plan revenue is generated from the delivery of patient care services provided by the faculty. The collection of these revenues is vital to pay the costs associated with the delivery of the patient care services. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities.

Section 1 –Financial Resources in State University System

TABLE 1K. IFAS EDUCATION AND GENERAL REVENUES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$138,387,951	\$129,273,382	\$122,854,148	\$132,455,375	\$132,906,970
Non-Recurring State Funds (GR & Lottery)	\$2,156,191	\$1,281,391	\$ 0	\$ 0	\$ 0
Tuition (Resident & Non-Resident)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Tuition Differential Fee	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Revenues (Includes Misc. Fees & Fines)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Operating Trust Funds	\$12,991,149	\$14,830,589	\$15,413,537	\$16,781,718	\$18,068,574
Federal Stimulus Funds	\$ 0	\$ 0	\$8,978,531	\$ 0	\$ 0
TOTAL	\$153,535,291	\$145,385,362	\$147,246,216	\$149,237,093	\$150,975,544

TABLE 1L. IFAS EDUCATION AND GENERAL EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Institutes and Centers	\$81,735,684	\$73,184,626	\$71,486,103	\$74,318,320	\$76,175,959
Plant Operations & Maintenance	\$11,492,884	\$15,017,009	\$16,950,590	\$14,894,635	\$15,875,686
Administration and Support Services	\$11,955,090	\$10,208,066	\$6,782,382	\$6,766,270	\$7,709,558
Radio/TV	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Library/Audio Visual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Museums and Galleries	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Agricultural Extension	\$43,489,720	\$41,304,133	\$39,716,740	\$42,284,783	\$44,514,051
Student Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Intercollegiate Athletics	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$148,673,378	\$139,713,834	\$134,935,815	\$138,264,008	\$144,275,254

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 2 –Personnel in State University System

TABLE 2A. PERSONNEL HEADCOUNT

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Tenured Faculty	5,508	141	5,499	136	5,448	190	5,526	196	5,536	214
Tenure Track Faculty	2,732	53	2,683	52	2,521	54	2,279	57	2,222	56
Faculty Not on Tenure Track	4,184	1,623	4,495	2,131	4,392	2,067	4,537	2,142	4,594	2,306
Instructors Without Faculty Status	58	1,746	62	1,811	76	1,904	47	2,080	89	2,218
Graduate Assistants		13,092		13,150		12,917		13,243		13,895
Administrative	3,144	46	3,334	44	3,477	49	3,545	51	3,832	58
Other Professional	11,783	359	12,296	375	12,355	350	12,124	393	12,197	361
Non-Professional	12,256	268	12,456	277	12,288	247	12,018	431	12,168	467
TOTAL	56,993		58,877		58,335		58,669		60,213	

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Notes: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. Tenured And tenure-track faculty only include those categorized within instruction, research, or public service.

Section 3 –Enrollment in State University System

TABLE 3A. UNIVERSITY FULL-TIME ENROLLMENT (FTE)

	2009-10		2010-11		2011-12	
	FUNDED	ACTUAL	FUNDED	ACTUAL	FUNDED	ESTIMATED
FLORIDA RESIDENTS						
Lower Division	63,471	65,609	62,879	68,023	62,879	67,920
Upper Division	86,372	92,567	87,006	95,728	87,006	98,223
Master's (Grad I)	19,377	19,190	19,576	18,815	19,576	18,907
Doctoral (Grad II)	7,881	9,012	7,791	9,846	7,791	10,071
TOTAL	177,101	187,099	177,252	192,412	177,252	195,120
NON-FLORIDA RESIDENTS						
Lower Division	.	3,063	.	3,459	.	3,823
Upper Division	.	3,676	.	3,639	.	3,990
Master's (Grad I)	.	3,824	.	3,569	.	3,605
Doctoral (Grad II)	.	3,068	.	4,088	.	4,140
TOTAL	14,963	13,632	14,744	14,265	14,494	15,072
TOTAL FTE						
Lower Division	.	68,673	.	71,318	.	71,575
Upper Division	.	96,243	.	99,387	.	102,238
Master's (Grad I)	.	23,735	.	22,331	.	22,647
Doctoral (Grad II)	.	12,080	.	13,886	.	14,162
TOTAL	192,064	200,730	191,996	206,922	191,996	210,434
TOTAL US FTE*	256,085	267,641	255,995	274,024	220,259	278,722
HEADCOUNT for MEDICAL DOCTORATES						
Florida Residents	2,186	2,150	2,302	2,253	2,430	2,400
Non-Residents	23	72	23	105	59	134
TOTAL	2,209	2,222	2,325	2,358	2,489	2,534

Note*: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 –Enrollment in State University System

TABLE 3B. FTE ENROLLMENT BY LOCATION

	2009-10		2010-11		2011-12	
	Actual		Actual		Estimated	
MAIN CAMPUS						
Lower Division	62,140	90%	63,274	89%	62,891	88%
Upper Division	72,435	75%	73,819	74%	74,891	73%
Master's (Grad I)	17,227	73%	15,916	71%	15,481	69%
Doctoral (Grad II)	9,859	82%	11,163	80%	11,428	81%
TOTAL	161,929	81%	164,172	79%	164,692	78%
REMAINING PHYSICAL LOCATIONS						
Lower Division	1,546	2%	1,822	3%	1,993	3%
Upper Division	9,786	10%	9,712	10%	10,005	10%
Master's (Grad I)	2,285	10%	1,737	8%	2,019	9%
Doctoral (Grad II)	1,896	16%	2,151	15%	2,102	15%
TOTAL	15,243	8%	15,423	7%	16,018	8%
VIRTUAL/DISTANCE LEARNING						
Lower Division	4,987	7%	6,222	9%	6,691	9%
Upper Division	14,022	15%	15,856	16%	17,342	17%
Master's (Grad I)	4,223	18%	4,678	21%	5,059	22%
Doctoral (Grad II)	325	3%	572	4%	632	4%
TOTAL	23,558	12%	27,328	13%	29,724	14%

Section 4 – Undergraduate Education in State University System

TABLE 4A. BACCALAUREATE DEGREE PROGRAM CHANGES IN AY 2010-11

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
AGRICULTURE (01)	.	.	2	.
ETHNIC, CULTURAL, GENDER STUDIES (05)	1	.	1	.
COMMUNICATIONS TECH. (10)	1	.	.	.
COMPUTER & INFORMATIONS SCIENCES (11)	1	1	.	1
EDUCATION (13)	.	.	5	.
ENGINEERING (14)	.	1	.	.
ENGINEERING TECHNOLOGIES (15)	.	.	3	.
FOREIGN LANGUAGES (16)	.	1	3	.
LIBERAL ARTS, HUMANITIES (24)	.	1	.	.
PHILOSOPHY & RELIGIOUS STUDIES (38)	1	.	.	.
PSYCHOLOGY (42)	.	.	1	.
VISUAL & PERFORMING ARTS (50)	.	.	3	1
HEALTH PROFESSIONS (51)	4	.	1	1
BUSINESS MANAGEMENT (52)	1	.	1	.
TOTAL	9	4	20	3

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. **Programs Considered But Not Approved by University Boards of Trustees** are degree programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval.

Section 4 – Undergraduate Education in State University System

TABLE 4B. FIRST-YEAR PERSISTENCE RATES
for Full-time, First-time in College Students Enrolled at the Same University

Fall Term of Entry	2005	2006	2007	2008	2009 Preliminary
Cohort Size	35,863	36,133	35,486	34,457	35,865
% Still Enrolled	87.2%	88.1%	88.1%	89.4%	89.4%

TABLE 4C. FTIC RETENTION AND GRADUATION RATES (Federal Definition)
for Full-Time, First-Time-in-College (FTIC) Students at the Same University

Fall Term of Entry	2001	2002	2003	2004	2005 Preliminary
Cohort Size	30,205	32,632	34,424	34,743	35,863

6 – Year Rates

% Graduated	64.2%	65.4%	65.2%	66.4%	66.2%
% Still Enrolled	8.8%	8.9%	9.0%	8.6%	8.1%
% Success Rate	73.1%	74.2%	74.2%	75.0%	74.2%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education in State University System

TABLE 4D. FTIC RETENTION AND GRADUATION RATES (SUS Definition)
for Full- & Part-time, First-Time-in-College (FTIC) Students

Term of Entry	2001	2002	2003	2004	2005 Preliminary
Fall Cohort Size	32,274	34,229	35,971	36,590	37,521
4 – Year Rates					
<i>From Same University</i>					
% Graduated	32.0%	32.7%	32.6%	34.0%	33.8%
% Still Enrolled	36.6%	37.3%	36.9%	36.4%	36.1%
<i>From Other SUS University</i>					
% Graduated	1.8%	2.0%	2.0%	1.8%	2.0%
% Still Enrolled	5.0%	5.1%	5.3%	5.3%	4.7%
<i>From State University System</i>					
% Graduated	33.9%	34.7%	34.6%	35.8%	35.8%
% Still Enrolled	41.6%	42.3%	42.3%	41.7%	40.8%
% Success Rate	75.5%	77.0%	76.9%	77.5%	76.6%
6 – Year Rates					
<i>From Same University</i>					
% Graduated	57.1%	58.4%	57.9%	59.5%	59.2%
% Still Enrolled	6.7%	6.7%	6.8%	6.2%	5.9%
<i>From Other SUS University</i>					
% Graduated	5.4%	5.7%	6.0%	5.7%	5.6%
% Still Enrolled	2.6%	2.4%	2.6%	2.7%	2.5%
<i>From State University System</i>					
% Graduated	62.6%	64.1%	63.8%	65.1%	64.8%
% Still Enrolled	9.2%	9.1%	9.3%	8.9%	8.4%
% Success Rate	71.8%	73.2%	73.1%	74.0%	73.2%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education in State University System

TABLE 4E. AA TRANSFER STUDENT RETENTION AND GRADUATION RATES
for Full- & Part-time, AA Transfer Students

Term of Entry	2003	2004	2005	2006	2007 Preliminary
Fall Cohort Size	11,421	11,951	11,975	12,316	13,277
2 – Year Rates					
<i>From Same University</i>					
% Graduated	31.7%	31.7%	31.3%	31.8%	31.5%
% Still Enrolled	53.6%	53.4%	52.9%	53.5%	53.3%
<i>From Other SUS University</i>					
% Graduated	0.5%	0.5%	0.4%	0.4%	0.4%
% Still Enrolled	1.9%	2.6%	2.3%	2.2%	2.3%
<i>From State University System</i>					
% Graduated	32.2%	32.2%	31.7%	32.2%	31.8%
% Still Enrolled	55.5%	56.0%	55.3%	55.7%	55.6%
% Success Rate	87.7%	88.1%	87.0%	88.0%	87.4%
4 – Year Rates					
<i>From Same University</i>					
% Graduated	67.9%	68.4%	66.6%	68.2%	67.3%
% Still Enrolled	8.5%	8.5%	8.7%	8.6%	8.3%
<i>From Other SUS University</i>					
% Graduated	2.2%	2.4%	2.4%	2.2%	2.4%
% Still Enrolled	1.3%	1.7%	1.6%	1.5%	1.6%
<i>From State University System</i>					
% Graduated	70.1%	70.8%	69.1%	70.4%	69.7%
% Still Enrolled	9.8%	10.2%	10.3%	10.1%	10.0%
% Success Rate	80.0%	80.9%	79.4%	80.5%	79.7%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

TABLE 4F. OTHER TRANSFERS RETENTION AND GRADUATION RATES
for Full- & Part-time, Other Transfer Students

Term of Entry	2002	2003	2004	2005	2006 Preliminary
Fall Cohort Size	11,748	11,761	11,048	12,094	12,061
5 – Year Rates					
From Same University					
% Graduated	58.2%	58.2%	58.9%	58.8%	61.8%
% Still Enrolled	6.1%	5.8%	5.1%	5.3%	5.6%
From Other SUS University					
% Graduated	2.7%	3.3%	3.3%	3.4%	3.6%
% Still Enrolled	1.2%	1.2%	1.4%	1.0%	1.2%
From State University System					
% Graduated	60.9%	61.5%	62.2%	62.2%	65.4%
% Still Enrolled	7.2%	7.0%	6.5%	6.3%	6.8%
% Success Rate	68.1%	68.5%	68.7%	68.5%	72.1%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

TABLE 4G. BACHELOR'S DEGREES AWARDED

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	47,326	49,779	51,447	53,392	54,614

TABLE 4H. BACHELOR'S DEGREES AWARDED
IN AREAS OF STRATEGIC EMPHASIS

	2006-07	2007-08	2008-09	2009-10	2010-11
S.T.E.M.	8,143	8,611	9,031	9,562	10,273
Globalization	3,818	3,909	4,184	4,395	4,718
Security and Emergency Services	2,341	2,494	2,388	2,529	2,681
Health Professions	2,239	2,474	2,489	2,581	2,525
Education (Critical)	646	744	806	739	784
SUBTOTAL	17,187	18,232	18,898	19,806	23,146

TABLE 4I. BACHELOR'S DEGREES AWARDED
TO UNDERREPRESENTED GROUPS

	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Hispanic Black					
Number of Degrees	5,968	6,409	6,470	6,477	6,817
Percentage of Degrees	13%	13%	13%	13%	13%
Hispanic					
Number of Degrees	7,790	8,271	8,818	9,730	10,627
Percentage of Degrees	17%	17%	18%	19%	20%
Pell-Grant Recipients					
Number of Degrees	16,667	17,196	17,697	19,324	20,039
Percentage of Degrees	36%	35%	35%	37%	36%

Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens.

Section 4 – Undergraduate Education in State University System

TABLE 4J. BACHELOR’S DEGREES WITHOUT EXCESS CREDIT HOURS

	2006-07	2007-08	2008-09	2009-10	2010-11
% of Bachelor’s Degrees Awarded Within 110% of Required Hours	52%	51%	52%	49%	49%

TABLE 4K. UNDERGRADUATE COURSE SECTIONS BY CLASS SIZE

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Course Sections	23,662	23,752	22,430	22,741	24,193
Fewer than 30 Students	60%	60%	58%	57%	57%
30 to 49 Students	25%	25%	26%	26%	27%
50 to 99 Students	10%	11%	12%	12%	11%
100 or More Students	5%	5%	5%	5%	5%

TABLE 4L. UNDERGRADUATE CREDIT HOURS TAUGHT BY FACULTY

	2006-07	2007-08	2008-09	2009-10	2010-11
Faculty	66%	67%	68%	66%	67%
Adjunct Faculty	19%	18%	18%	18%	19%
Graduate Students	13%	12%	12%	13%	13%
Other Instructors	2%	3%	3%	2%	2%

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. UNDERGRADUATE FACULTY COMPENSATION
for Faculty Who Teach at Least One Undergraduate Course

	2006-07	2007-08	2008-09	2009-10	2010-11
Average Salary and Benefits	\$85,893	\$88,974	\$87,986	\$90,624	\$94,327

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

Section 4 – Undergraduate Education in State University System

TABLE 4N. STUDENT/FACULTY RATIO

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Student-to-Faculty Ratio	22.4	22.7	22.7	23.6	22.0

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).

TABLE 4O. PROFESSIONAL LICENSURE/CERTIFICATION EXAMS
for Nursing: National Council Licensure Examination for Registered Nurses

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	1,151	1,237	1,292	1,206	1,287
Pass Rate	91%	89%	92%	95%	91%
National Benchmark	88%	86%	88%	90%	89%

TABLE 4P. TUITION DIFFERENTIAL FEE

	2009-10	2010-11	2011-12 Projected
Tuition Differential Fee Revenues	\$ 38,246,310	\$87,262,020	\$134,523,281
Unduplicated Count of Students Receiving a Financial Aid Award Funded by Tuition Differential Revenues	16,278	23,000	-
Average Amount of Awards Funded by Tuition Differential Revenues	\$ 1,934	\$ 1,846	-
Number of Students Eligible for a Florida Student Assistance Grant (FSAG)	47,566	61,098	-
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	456	1,120	-
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	\$ 4,888	\$344,504	-

Section 5 – Graduate Education in State University System

TABLE 5A. GRADUATE DEGREE PROGRAM CHANGES IN AY 2010-11

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
NATURAL RESOURCES (03)	.	.	.	1
ARCHITECTURE (04)	1	.	1	.
COMMUNICATIONS, JOURNALISM (09)	1	.	1	.
COMPUTER & INFORMATION SCIENCES (11)	1	.	1	.
EDUCATION (13)	2	5	11	.
ENGINEERING (14)	.	1	1	.
FOREIGN LANGUAGES (16)	.	.	.	1
FAMILY & CONSUMER SCIENCES (19)	.	1	.	.
BIOLOGICAL/BIOMEDICAL SCIENCES (26)	3	1	.	.
MULTI/INTERDISCIPLINARY STUDIES (30)	1	1	.	.
PARKS, RECREATIONS, FITNESS (31)	1	.	.	1
PSYCHOLOGY (42)	.	.	3	.
PUBLIC ADMINISTRATION (44)	1	.	.	2
SOCIAL SCIENCES (45)	1	.	.	.
VISUAL & PERFORMING ARTS (50)	.	1	.	1
HEALTH PROFESSIONS (51)	4	.	.	1
BUSINESS MANAGEMENT (52)	2	.	.	1
TOTAL	18	10	18	7

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. **Programs Considered But Not Approved by University Boards of Trustees** are degree programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval.

Section 5 – Graduate Education in State University System

TABLE 5B. GRADUATE DEGREES AWARDED

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	17,452	18,647	19,167	20,188	20,948
Masters and Specialist	13,786	14,613	15,162	15,957	16,417
Research Doctoral	1,673	1,735	1,714	1,835	1,996
Professional Doctoral	1,993	2,299	2,291	2,396	2,535
<i>a) Medicine</i>	<i>288</i>	<i>287</i>	<i>312</i>	<i>340</i>	<i>349</i>
<i>b) Law</i>	<i>838</i>	<i>1,005</i>	<i>970</i>	<i>907</i>	<i>1,021</i>
<i>c) Pharmacy</i>	<i>557</i>	<i>642</i>	<i>590</i>	<i>623</i>	<i>623</i>

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

TABLE 5C. GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

	2006-07	2007-08	2008-09	2009-10	2010-11
S.T.E.M.	3,542	3,858	4,049	4,331	4,582
Health Professions	2,484	2,690	2,770	3,105	3,319
Education	856	825	959	939	886
Globalization	452	459	443	572	581
Security & Emergency Services	191	243	239	259	309
SUBTOTAL	7,525	8,075	8,460	9,206	9,677

Section 5 – Graduate Education in State University System

TABLE 5D. PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Law: Florida Bar Exam

	2007	2008	2009	2010	2011
Examinees	737	861	835	813	903
Pass Rate	83%	85%	79%	82%	85%
State Benchmark	81%	84%	79%	79%	79%

Medicine: US Medical Licensing Exam (Step 1)

	2007	2008	2009	2010	2011
Examinees	313	345	361	360	359
Pass Rate	97%	96%	96%	94%	94%
National Benchmark	94%	93%	93%	92%	92%

Medicine: US Medical Licensing Exam (Step 2) Clinical Knowledge

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	273	273	322	326	316
Pass Rate	99%	100%	99%	100%	99%
National Benchmark	95%	96%	96%	97%	97%

Medicine: US Medical Licensing Exam (Step 2) Clinical Skills

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	239	230	280	292	203
Pass Rate	97%	98%	98%	98%	99%
National Benchmark	97%	97%	97%	97%	97%

Veterinary Medicine: North American Veterinary Licensing Exam

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	76	83	84	89	87
Pass Rate	92%	95%	91%	97%	100%
National Benchmark	90%	92%	93%	96%	98%

Section 5 – Graduate Education in State University System

TABLE 5D. PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Pharmacy: North American Pharmacist Licensure Exam

	2006	2007	2008	2009	2010
Examinees	327	409	439	418	430
Pass Rate	90%	98%	95%	94%	90%
National Benchmark	93%	95%	97%	97%	94%

Dentistry: National Dental Board Exam (Part 1)

	2006	2007	2008	2009	2010
Examinees	-	-	82	77	85
Pass Rate	-	-	98%	100%	100%
National Benchmark	-	-	93%	95%	94%

Dentistry: National Dental Board Exam (Part 2)

	2006	2007	2008	2009	2010
Examinees	-	-	82	81	81
Pass Rate	-	-	98%	89%	99%
National Benchmark	-	-	95%	87%	94%

Physical Therapy: National Physical Therapy Examinations

	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	489	413	404	391	520
Pass Rate	73%	71%	71%	74%	82%
National Benchmark	80%	86%	86%	87%	87%

Occupational Therapy: National Board for Certification in Occupational Therapy Exam

	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	273	250	270	273	334
Pass Rate	83%	86%	90%	85%	77%
National Benchmark	85%	87%	86%	83%	82%

Note: The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test. We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs.

Section 6 – Research and Economic Development
in State University System

TABLE 6A. RESEARCH AND DEVELOPMENT

	2005-06	2006-07	2007-08	2008-09	2009-10
R&D Expenditures					
Federally Funded Expenditures (Dollars in Millions)	\$701.7	\$724.2	\$744.6	\$773.9	\$881.2
Total Expenditures (Dollars in Millions)	\$1,421.5	\$1,532.6	\$1,551.8	\$1,616.7	\$1,688.8
Total R&D Expenditures (\$) Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$177,603	\$185,999	\$188,689	\$202,880	\$216,375
Technology Transfer					
Invention Disclosures	706	660	650	630	656
U.S. Patents Issued	152	165	156	165	248
Licenses/ Options Executed	119	124	125	159	155
Licensing Income Received (Dollars in Millions)	\$46.6	\$53.3	\$55.9	\$57.2	\$49.0
Number of Start-Up Companies	21	19	24	18	23

Note: Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data includes Science & Engineering and non-Science & Engineering fields). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.

Section 6 – Research and Economic Development
in the State University System

TABLE 6B. CENTERS OF EXCELLENCE

	Cumulative (since inception to June 2011)	Fiscal Year 2010-11
Research Effectiveness		
Number of Competitive Grants Applied For	1,650	337
Number of Competitive Grants Received	1,129	255
Value of Competitive Grants Received (Dollars in Millions)	\$268.1M	\$54.4M
Total Research Expenditures (Dollars in Millions)	\$218.5M	\$34.4M
Number of Publications in Refereed Journals	1,786	371
Number of Invention Disclosures	255	48
Number of Licenses/Options Executed	43	8
Licensing Income Received (in Dollars)	\$507,036	\$44,715
Collaboration Effectiveness		
Collaborations with Other Postsecondary Institutions	451	123
Collaborations with Private Industry	646	130
Collaborations with K-12 Education Systems/Schools	2,759	140
Undergraduate and Graduate Students Supported with Center Funds	1,412	271
Economic Development Effectiveness		
Start-Up companies with a physical presence, or employees, in Florida	31	1
Jobs Created By Start-Up Companies Associated with the Center	794	48
Specialized Industry Training and Education	171	28
Private-sector Resources Used to Support the Center's Operations (Dollars in Millions)	\$24.0M	\$6.5M

Note: Research Effectiveness data only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center. Collaboration Effectiveness data only reports on relationships that include financial or in-kind support.

Section 6 – Research and Economic Development

TABLE 6C. STATE UNIVERSITY RESEARCH ASSISTANCE GRANTS (SURCAG)

University	Number of Grants			Cumulative	
	Phase 1	Phase 2	Phase 3	Awards	Expenditures
FAMU	.	1	.	\$65,000	\$60,572
FAU	.	.	2	\$249,294	\$184,294
FGCU	.	.	.	.	.
FIU	.	2	.	\$60,000	\$10,338
FSU	1	3	1	\$700,000	\$357,023
NCF	.	.	.	.	.
UCF	1	3	2	\$554,294	\$454,933
UF	.	2	4	\$939,293	\$927,693
UNF	1	.	.	\$40,000	\$34,722
USF	1	1	3	\$500,000	\$296,239
UWF	2	.	.	\$60,000	\$44,640
SYSTEM	6	12	12	\$3,167,881	\$2,370,454

TABLE 6D. 21st CENTURY WORLD CLASS SCHOLARS PROGRAM

University	Number of Scholars	Grant Dollars		Cumulative Activity Since Scholar's Award		
		Amount Awarded	Amount Expended	External Research Awards	Patents Filed / Issued	Licensing Revenues Generated
FIU	1	\$1.0	\$0.6	\$1.6	0	\$ 0
FSU	3	\$5.0	\$5.0	\$18.7	3	\$ 0
UCF	2	\$2.0	\$0.0	\$0.6	1	\$ 0
UF	6	\$6.0	\$6.0	\$18.6	20	\$ 0
USF	4	\$4.0	\$4.0	\$16.2	5	\$ 0
SYSTEM	16	\$18.0	\$15.6	\$55.7	29	\$ 0

Note: Dollars in Millions

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