



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Budget and Finance Committee
Sudakoff Conference Center
New College of Florida
Sarasota, Florida
November 8, 2012
8:30 a.m. - 10:15 a.m.

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

1. **Call to Order** **Governor Tico Perez**

2. **Meeting Minutes, September 13, 2012** **Governor Perez**

3. **Performance Funding Update** **Governor Tom Kuntz**

4. **2013-2014 Legislative Budget Request Follow-up** **UNF, FAU, UCF
Representatives**

5. **2012 New Fees Report to the Legislature** **Governor Perez**

6. **Fees under Consideration for Fall 2013** **Governor Perez**

7. **Market Tuition Proposals** **Governor Perez
UCF, FIU, UF, USF Representatives**

8. **Concluding Remarks and Adjournment** **Governor Perez**

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 8, 2012**

SUBJECT: Approval of Minutes of Meeting held September 13, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on September 13, 2012.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on September 13, 2012 at the Florida Gulf Coast University.

Supporting Documentation Included: Minutes: September 13, 2012

Facilitators/Presenters: Governor Perez

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FLORIDA
SEPTEMBER 13, 2012

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

Mr. Tico Perez, Chair, convened the meeting of the Budget and Finance Committee at 9:30 AM. Members present were Vice-Chair Tom Kuntz, Norman Tripp, Dick Beard, Cortez Whatley, Ava Parker, Dean Colson, Elizabeth Webster and John Temple. Other Board members present included Mori Hosseini, Matt Carter, Joseph Caruncho, Manoj Chopra, and Elizabeth Webster.

1. Call to Order

Mr. Perez called the meeting to order.

2. Approval of June 21, 2012, Meeting Minutes

Mr. Tripp moved that the Committee approve the notes of the meeting held June 21, 2012 as presented. Mr. Kuntz seconded the motion, and members of the Committee concurred.

3. Amended Board Regulations

Mr. Tim Jones presented proposed changes to Regulation 7.003, 7.015 and 7.008.

Mr. Tripp moved that the Committee approve the public notice of intent to amend Regulation 7.003. Mr. Beard seconded the motion, and members of the Committee concurred.

Mr. Beard moved that the Committee approve the public notice of intent to repeal Regulation 7.015. Mr. Tripp seconded the motion, and members of the Committee concurred.

Mr. Kuntz moved that the Committee approve the public notice of intent to amend Regulation 7.008. Mr. Beard seconded the motion, and members of the Committee concurred.

4. State University System Optional Retirement Program

Mr. Jones presented an overview of the changes impacting the Optional Retirement Program. Dr. Ken Jessell, FIU, presented the Council of Administrative and Financial Affairs recommendations for new service vendors.

Mr. Beard moved that the Committee approve the recommendations presented by the Council of Administrative and Financial Affairs. Mr. Kuntz seconded the motion, and members of the Committee concurred.

5. 2012-2013 Operating Budgets

Mr. Jones presented a PowerPoint overview to the Committee on the SUS operating budget and the Board operating budget. After discussion, Mr. Tripp moved that the Committee approve each university operating budget as submitted. Mr. Kuntz seconded the motion and members of the Committee concurred.

Mr. Tripp moved that the Committee approve the Board operating budget as submitted and give the Chancellor the authority to make changes as necessary for office operations. Mr. Kuntz seconded the motion and members of the Committee concurred.

6. 2013-2014 Legislative Budget Request

Mr. Jones presented a PowerPoint overview to the Committee on the current state fiscal situation and the proposed LBR for the SUS and the Board General Office. President Machen requested that an additional issue be included to correct an error made during the 2012 legislative session on the calculation of retirement benefits for the SUS. After discussion, Mr. Tripp moved that the Committee approve the 2013-2014 SUS LBR and authorize the Chancellor to make technical changes. Mr. Kuntz seconded the motion and members of the Committee concurred.

Mr. Kuntz moved that the Committee approve the 2013-2014 Board General Office LBR and authorize the Chancellor to make technical changes. Mr. Tripp seconded the motion and members of the Committee concurred.

7. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 10:55 AM.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 8, 2012

SUBJECT: Performance Funding Update

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the September meeting Governors Perez and Kuntz provided the Committee with information regarding activities surrounding discussions and work on a performance based model that would help the Board in its review of future tuition differential increases and funding decisions.

Attached is a recent report by the Center for American Progress on Performance-Based Funding and the best practices in six states.

An update will be provided and a discussion will be held on next steps.

Supporting Documentation Included: Performance-Based Funding of Higher Education

Facilitators/Presenters: Governor Kuntz

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Performance-Based Funding of Higher Education

A Detailed Look at Best Practices in 6 States

Kysie Miao August 2012

Today's fiscal environment has forced states to carefully consider how their limited dollars are spent on higher education. States have commonly allocated funds on the basis of enrollment, a process that reinforces their commitment to college accessibility and ensures a relatively equitable distribution of per-student spending across institutions. Enrollment, however, is a poor predictor of overall institutional performance. Ongoing budget cuts, combined with stagnating graduation rates and a rising national demand for highly educated workers, make it increasingly important for states to invest in completion too.

It's time to rethink the current postsecondary funding model. To ensure that taxpayer investments yield the best possible returns, states must incentivize both college access and college completion.

Performance-based funding is a system based on allocating a portion of a state's higher education budget according to specific performance measures such as course completion, credit attainment, and degree completion, instead of allocating funding based entirely on enrollment. It is a model that provides a fuller picture of how successfully institutions have used their state appropriations to support students throughout their college careers and to promote course and degree completion. Furthermore, this funding structure incorporates both enrollment and performance metrics as incentives for colleges to continue to make progress on these important objectives.

Though many new performance-based funding policies have yet to produce meaningful data, several best practices have emerged in the policy discussion. Many education leaders involved in performance-based funding have made the following recommendations:

- Gain the support and involvement of key stakeholders early on in the process.
- Ensure that enough money is apportioned for performance to create incentives that are sufficiently strong to change institutional behavior.

- Develop different funding formulas for community colleges and universities or use the same formula but weight it differently depending on the type of institution and characteristics of the student population.
- Integrate all metrics and provisions into the state higher-education-funding formula, as this makes it more durable when states are faced with budget cuts.
- Use indicators that measure both progress (course completion, momentum, credit attainment) and completion (degrees conferred, program completion), with an emphasis on progress.
- Incorporate stop-loss provisions that prevent institutions from losing more than a certain level of funding each year.
- Implement a year of learning during the first year that the policy is in effect, a period in which state spending does not change but colleges receive reports detailing how their funding would have been impacted under the new measures; and/or gradually phase in over a multiyear period the percentage of total funding allocated based on performance.
- Subject the system to frequent evaluation and make adjustments where needed.

As higher education spending continues to decline, states face growing pressure to demonstrate that they are fully invested in the long-term success of their students. Going forward, it is imperative that states and the federal government continue to explore performance-based funding options, particularly in the context of a series of outcomes-focused higher education reforms.

The following issue brief will summarize the history of performance-based funding in higher education at the state level, outline in further detail a subset of state experiences, and recommend that states continue to explore performance-based funding options in their higher education systems.

A brief history of performance-based funding

Between 1979 and 2007, 26 states experimented with measures that attempted to incorporate institutional performance as a determinant of higher education funding. During this period 14 states that had enacted performance-based funding programs eventually discontinued them, although two of the discontinuing states later re-established new programs.¹ The states' dissatisfaction stemmed from the fact that these early funding models were plagued by a number of fatal design flaws. In particular, many programs were inflexible to institutional differences, resulting in rigid and seemingly arbitrary requirements that focused too heavily on degree completion and failed to reward intermediate progress. Furthermore, many models failed to allocate enough funding to create genuine incentives for colleges to improve.

After that initial wave of ineffective models, performance-based funding has once again begun to gain popularity. Careful to avoid the mistakes of the past, proponents of

“performance-based funding 2.0” tend to emphasize the need to reward progress over completion, to recognize the differences that exist between community colleges and universities, and to partition off larger percentages of base funding in order to incentivize transformative change.

Current state policies

Despite their common goals, states that currently incorporate “performance-based funding 2.0” in their higher education systems differ widely in the structure of these programs. In particular, they vary in the percentage of total funding allocated toward performance-based measures, the types of behaviors that are incentivized, and the funding formula used to measure performance between different types of institutions. Some states have had more success than others; however, most policies are too new to produce significant results at this time.

The diverse nature of current performance-based funding policies provides a useful landscape by which to analyze the effects of a variety of levers. As meaningful data begins to accumulate, policy leaders can identify best practices and develop stronger frameworks for future programs. Let’s look at the experiences of several states.

Ohio

Prior to 2010 Ohio’s higher education funding system relied on challenge grants, which rewarded institutions with additional funding if they met various enrollment and completion objectives. The state began to realize, however, that this system failed to properly incentivize colleges for three reasons:

- The funding came from additional sources rather than from the base allocation.
- The amount of performance-based funding that colleges could receive was too low in proportion to enrollment-based funding.
- Every school received some sort of benefit.²

Ohio’s new performance-based funding model takes significant steps to address these and other issues. The state has allocated 5 percent of its total higher education funding for performance in 2012, an amount that is expected to rise to 30 percent by 2015.³ To recognize institutional differences in mission, student body composition, and goals, Ohio developed three unique funding formulas for its universities, regional university campuses, and community colleges. While the universities are primarily funded based on course completion and, over time, degree completion, the formula for community colleges is more nuanced. It includes indicators such as the completion of developmental education courses, the transition between developmental and college-level courses,

the completion of 15 credit-hours and 30 credit-hours of college-level coursework, the number of associate's degrees awarded, and the transfer rates into a four-year college or university. Furthermore, all of Ohio's funding formulas reward the achievements of "at-risk" students, as defined by economic, demographic, and college-preparedness data collected by the state. Doing so encourages rather than penalizes colleges for enrolling these students by recognizing that they often face greater barriers to completion.⁴

The new model also includes several provisions that address many colleges' concerns that their funding would be dramatically impacted. It contains a stop-loss provision that caps the amount of money an institution can lose in the first year at 1 percent. Furthermore, the model incorporated a learning year during which funding was not impacted but all institutions received detailed reports on what the financial impact would have been under the new policy. The state has also taken steps to make all performance results publicly available to ensure heightened accountability.⁵

Pennsylvania

Pennsylvania is an example of a state that has successfully incorporated performance-based funding into its higher education system. The Pennsylvania State System of Higher Education achieved these results by setting aside 8 percent of its state appropriation, equivalent to about \$36 million, to reward schools for meeting or exceeding certain targets. The Pennsylvania State System of Higher Education developed eight performance measures that encompass a variety of key areas such as degree completion, retention, and faculty productivity. All of these targets had to be met in order for colleges to receive a share of these funds, and those schools that exceeded performance requirements received a larger portion. Since the approach was adopted in 2000, Pennsylvania's public colleges have experienced a 10 percent increase in overall graduation rates and a 15 percent increase in retention rates for Hispanic students. Many college officials have also noted a positive change in institutional culture—one that is more clearly focused on solving issues and increasing efficiency.⁶

In 2011 the Pennsylvania State System of Higher Education made several improvements to its performance-based funding model to better incorporate specific institutional goals. Beginning in 2012 colleges are measured against 10 separate performance indicators, half of which are unique to the institution. The five metrics that remain across all institutions are the number of degrees awarded, graduation rates, reduction in achievement gaps, diversity of the faculty, and private donations. Colleges are also measured against national performance standards where appropriate.⁷

The improved model also reduces competition over performance funds by eliminating additional funding for colleges that exceed performance measures. Of course, progress is still accounted for—particularly through the institution-specific metrics, which

are based on the strategic goals of the institution and encourage improvement. The Pennsylvania State System of Higher Education also adjusted their funding formula so that the percentage of funding allocated toward performance is now calculated from the total education and general budget, instead of the smaller appropriations pot. This allows total funding to remain more stable in the face of declining state appropriations. Under the improved formula, overall funding based on performance remains unchanged at approximately \$36 million annually.⁸

Indiana

Indiana's Reaching Higher initiative allocates 5 percent of its total higher education budget for 2011–2013 performance-based funding. Unlike Ohio, the state's performance-based funding system does not distinguish between different types of institutions; rather, it uses the same benchmarks across the board. Indiana assesses college completion based on several performance indicators, including the number of degrees conferred, degree completion of low-income students, and the number of community college transfers.⁹ Institutions receive \$5,000 and \$3,500 for each additional bachelor's and associate's degree produced the previous year, respectively.¹⁰

Indiana has also taken an important step toward restructuring how the enrollment portion of higher education funding is measured: The state determines enrollment levels at the end of the semester, rather than at the beginning, to emphasize the importance of course completion.¹¹ Doing so incorporates a stronger element of accountability into enrollment-based funding. As a result, Indiana essentially allocates a much larger portion of funding based on performance than it would appear.

Tennessee

Tennessee has implemented the most aggressive performance-based funding model—over several years 80 percent of total state higher education funding is expected to be allocated on the basis of performance. The Complete College Tennessee Act of 2010 introduced performance-based funding as one item in a package of reforms centered on college completion.¹² Performance is measured on the basis of student retention, degree attainment, and completion of remedial courses. The state also incorporates a 40 percent premium in its funding formula for adults and students receiving Pell Grants. To address institutional differences between community colleges and four-year universities, funding formulas are adjusted to weigh various factors—such as retention, research, or job placement—more heavily depending on the institution's focus.¹³ Tennessee's formula is output based and sets no specific targets.¹⁴

Washington state

Washington initially implemented a performance-based funding program in 1997 for all of its higher education institutions, but the program was discontinued just two years later in 1999 due to a lack of popular support. College leaders and the higher education boards were frustrated that they had little voice in the legislative discussion, which left them unable to propose institution-specific metrics or have time to prepare for the impacts of the policy once it was implemented. Furthermore, as a simple budget provision, performance-based funding could be easily eliminated.¹⁵

The Washington State Board for Community and Technical Colleges made a second attempt at performance-based funding in 2007 and adopted a new model as part of its Student Achievement Initiative for community and technical colleges. After a learning year in 2008, the board began to implement these measures in 2009.¹⁶

The Student Achievement Initiative was developed by a task force of higher education board members and institutional leaders. Under this model, colleges receive money for each so-called achievement point attained. This money is allocated through supplemental funds, leaving base funding untouched. Achievement points are accrued based on the number of students who:

- Improve their scores on basic skill tests
- Make progress in remedial courses
- Complete a college-level math course
- Earn 15 college credits and 30 college credits
- Receive a degree or certificate
- Complete an apprenticeship training program¹⁷

Washington's model—elements of which have been adopted in Ohio, as well—attempts to recognize the challenges associated with educating at-risk populations by rewarding incremental gains such as the attainment of pre-college skills.¹⁸

From 2007 to 2011 the Student Achievement Initiative has delivered relatively strong results. During that period, colleges increased their achievement point total by an average of 31 percent and experienced moderate gains in momentum. At the same time, however, only about 50 percent of students contribute any points.¹⁹

Louisiana

In 2010 Louisiana implemented a controversial performance agreement system called the GRAD Act that allows institutions to increase their tuition by 10 percent each year if they meet certain goals for performance.²⁰ These targets encompass a variety of objec-

tives relating to student performance, articulation and transfer, workforce development, and efficiency and accountability. The GRAD Act is expected to eventually comprise 25 percent of an institution's total budget.²¹

Developing a system

As evidenced by the range of state policies in existence today, there are a variety of factors that influence the structure of a performance-based funding system. Some of these design considerations include:

- **Who is implementing the system?** Given the political and fiscal climate of individual states, it may be better that performance-based funding is legislated by the state, as was the case in Tennessee. At the same time, education boards such as the Pennsylvania State System of Higher Education might find it more appropriate to voluntarily implement a policy, either as a pre-emptive measure to future legislation or to encourage institutions to assume greater accountability for performance.
- **Who are the key stakeholders that should be involved in the discussion?** Many leaders of performance-based funding stress the necessity of attaining widespread support prior to implementation. Though they vary between states, many of these key stakeholders include board members, legislative offices, institutional leaders, faculty members, businesses, and education organizations. These individuals and groups should be actively included in the system design process.
- **What state- and institution-specific performance goals should be incorporated in funding?** When developing performance metrics, policymakers should consider both overarching state and national goals for higher education performance and the goals of individual colleges. Consideration must also be given to how an institution's unique mission and student population affect performance, as these factors are critical to setting reasonable targets and performance indicators. State goals and institutional characteristics should also determine how much more emphasis is placed on progress than completion.
- **How can states allocate funding toward performance most effectively?** The majority of performance-based funding models have provided a financial incentive for improved performance in the form of state appropriations to institutions that meet certain goals. Other models incentivize performance by rewarding greater institutional autonomy such as a heightened authority to adjust tuition prices. There are three basic types of performance-based funding models:
 - **Output-based funding formulas** such as the one used in Tennessee incorporate performance metrics into the state funding formula. Rather than set specific targets, these models create a financial incentive for institutions to generate positive out-

comes in certain areas such as increasing the number of students who attain credit and degree completion milestones. Institutions can boost their total funding by improving their results on these metrics. Output-based formulas are often weighted to recognize differences in institutional mission and student population.

- **Performance set-asides** allocate a percentage of the higher education state appropriation for performance-based funding. Money may be drawn from either the base funding or from additional sources. Institutions compete for shares of the performance fund by producing results that meet or exceed certain targets. This model is in use by Pennsylvania’s colleges.
- **Performance contracts** are personalized agreements between states and individual institutions in which a certain level of funding is guaranteed if the institution meets specific goals. Louisiana’s GRAD Act, for example, establishes a performance contract between the state and its public colleges.²²
- **What additional funding provisions are necessary to remain sensitive to the needs of individual colleges?** Policymakers should take careful steps to ensure that the funding formula incorporates provisions that recognize and address potential institutional concerns. One commonly expressed fear is that performance-based funding undermines an institution’s autonomy. Many states with successful policies have dispelled these concerns by working closely with institutional leaders and the community during the design and implementation period.

Another frequent worry is that performance-based funding creates uncertainty for colleges during the fiscal planning process. To address this concern, some states, including Ohio and Washington, have incorporated a learning-year into the process and have provided detailed reports in order to familiarize colleges with the expected funding impacts of the policy. Many states have gradually increased the amount of funding allocated based on performance to provide colleges with more time to adjust their behavior. Many policies also include stop-loss provisions that prevent dramatic fluctuations in funding. Other funding formulas calculate allocation based on multi-year averages rather than just on the previous year.²³

Another complaint is that it is unfair to hold colleges to certain performance standards because their differing student populations and missions affect completion rates and other measures of performance. There have been a variety of different approaches to ensuring that the performance-evaluation process is a fair representation of this diversity in mission and student body. States such as Ohio use different funding formulas for community colleges and universities. Others, including Pennsylvania and Tennessee, adjust their metrics based on institutional differences or weigh certain factors differently. Many policies also include additional incentives and premiums for reducing achievement gaps or demonstrating progress in low-income or minority student persistence and completion.²⁴

Best practices

The multitude of state experiences with performance-based funding reveals a number of best practices in the system design-and-implementation process. The following lessons should help guide states that are looking for ways to hold higher education institutions accountable for success.

- **Actively involve key stakeholders in the funding model's design.** Much of the success of Ohio's, Pennsylvania's, and Washington's newer programs can be attributed to the widespread support those states received from institutional leaders and the important contributions they made to ensuring the metrics were a fair representation of performance.
- **Ensure that enough money is apportioned for performance to create strong incentives.** Enough of an institution's funding should be determined by performance to compel actions that would significantly change institutional behavior. Models that allocate performance money from the base budget, as opposed to creating supplemental funding, are more likely to result in stronger incentives.
- **Recognize institutional differences with separate funding formulas or differently weighed metrics.** Community colleges and universities are each unique in their student population, mission, and goals. They therefore require separate funding formulas or should be evaluated against metrics that are weighed differently, depending on their specific characteristics.
- **Integrate all metrics and provisions into the state formula.** Incorporating performance funding into the state's higher education funding formula, rather than as a set of add-on provisions, makes the overall system more durable when states are faced with budget cuts.
- **Use indicators that emphasize progress.** Early performance-based funding models placed too much emphasis on completion rather than progress, creating unfair and inflexible targets for colleges that serve large at-risk student populations. Newer models stress the importance of progress indicators such as course completion, momentum, and credit attainment, which allow institutions to exhibit performance through incremental measures of individual student progress. Indicators of completion such as degrees conferred and program completion should also be used in a progress context by allowing institutions to demonstrate their improvement over time.
- **Incorporate stop-loss provisions that prevent institutions from losing more than a certain level of funding each year.** A stop-loss provision can help to assuage a major concern by colleges that the new system will create dramatic fluctuations in funding. It also provides institutions with greater leeway to adjust to the new policy.

- **Gradually phase in new measures.** During the implementation phase, states must take care to reduce fiscal uncertainty for colleges. Many models incorporate a learning year before the policy goes into effect, and states such as Ohio also worked closely with colleges to help them understand the impacts of the new funding model. As colleges begin to adjust to new measures of performance, states can also gradually increase the percentage of total funding allocated based on performance.
- **Subject the system to frequent evaluation.** After the new policy goes into effect, colleges may encounter unexpected difficulties with achieving certain performance targets. Institutions producing results that already meet or exceed national standards may also find it difficult to achieve continued progress over extended periods of time. As a result, performance-based metrics and the overall higher education funding model should be subject to frequent review and adjustments should be made where necessary. Doing so provides institutions with more reasonable challenges and greater flexibility over time.

Going forward, a careful analysis of the impacts of “performance-based funding 2.0” measures should help revise and expand on these best practices.

Recommendation

The ongoing policy debate on higher education budget cuts has compelled an increasing number of states to adopt performance-based funding models. Although it is short-sighted to reduce state budgets for higher education, the shift toward experimentation with performance-based funding is a welcome result and should be encouraged.

The U.S. Department of Education should direct a research study that more closely examines the costs and benefits of “performance-based funding 2.0” programs and identifies best practices. The department might also use the experimental site authority granted to it by the Higher Education Opportunity Act of 2008 to develop pilot projects in states that lack performance-based funding measures. Doing so would help policy-makers understand if a need for a federal role exists and, if it does, how to move forward with policies that encourage states to embrace performance-based funding. Linking performance to funding in the higher education realm may also have analogies to other sectors and are worth exploring at the federal level.

Conclusion

The recent wave of “performance-based funding 2.0” measures signals a change in the way states are prioritizing goals in higher education. Institutions must go beyond simply raising enrollment; they must also ensure that students complete their degrees and graduate with the skills to be successful in an evolving economy. As the national conversation on higher education shifts toward completion, it must be accompanied by equally significant changes in institutional behavior. Performance-based funding is a necessary step toward aligning the objectives of state and institutional leaders, while ensuring that states are investing their limited funds wisely and productively.

Kysie Miao is an intern with the Economic Policy team at the Center for American Progress.

Endnotes

- 1 Thomas L. Harnisch, "Performance-based Funding: A Re-Emerging Strategy in Public Higher Education Financing" (Washington: American Association of State Colleges and Universities, 2011), available at http://www.aascu.org/uploadedFiles/AAASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/Performance_Funding_AAASCU_June2011.pdf.
- 2 David Altstadt, "Tying Funding to Community College Outcomes" (Washington: Jobs for the Future, 2012), available at <http://www.jff.org/sites/default/files/TyingFunding2CommunityColleges-042312.pdf>.
- 3 Kevin J. Dougherty and Vikash Reddy, "The Impacts of State Performance Funding Systems on Higher Education Institutions: Research Literature Review and Policy Recommendations." Working Paper 37 (Community College Research Center, Teachers College, Columbia University, 2011), available at <http://ccrc.tc.columbia.edu/Publication.asp?UID=1004>.
- 4 Altstadt, "Tying Funding to Community College Outcomes."
- 5 Ibid.
- 6 HCM Strategists, "Pennsylvania's Performance Funding System" (2011), available at http://www.thehc.org/sites/default/files/pennsylvania_s_performance_funding_system_final.pdf.
- 7 Ibid.
- 8 Ibid.
- 9 Matthew Crellin and others, "Catalyst for Completion: Performance-Based Funding in Higher Education" (Boston: New England Board of Higher Education, 2011), available at http://www.nebhe.org/info/pdf/PerformanceFunding_NEBHE.pdf.
- 10 Midwestern Higher Education Compact, "Completion-based Funding for Higher Education" (2009), available at <http://www.mhec.org/pdfs/0209completionbasedfunding.pdf>.
- 11 Crellin and others, "Catalyst for Completion."
- 12 Altstadt, "Tying Funding to Community College Outcomes."
- 13 Crellin and others, "Catalyst for Completion."
- 14 Harnisch, "Performance-based Funding."
- 15 Kevin J. Dougherty and others, "The Politics of Performance Funding in Eight States: Origins, Demise, and Change" (New York: Community College Research Center, Teachers College, Columbia University, 2011), available at <http://ccrc.tc.columbia.edu/Publication.asp?UID=875>.
- 16 Ibid.
- 17 Davis Jenkins, Todd Ellwein, and Katherine Boswell, "Formative Evaluation of the Student Achievement Initiative 'Learning Year'" (New York: Community College Research Center, Teachers College, Columbia University, 2009), available at <http://ccrc.tc.columbia.edu/Publication.asp?UID=655>.
- 18 Altstadt, "Tying Funding to Community College Outcomes."
- 19 Clive Belfield, "Washington State Student Achievement Initiative: Achievement Points Analysis for Academic Years 2007-2011" (New York: Community College Research Center, Teachers College, Columbia University, 2012), available at <http://ccrc.tc.columbia.edu/Publication.asp?uid=1081>.
- 20 Altstadt, "Tying Funding to Community College Outcomes."
- 21 Harnisch, "Performance-based Funding."
- 22 Ibid.
- 23 Nancy Shulock, "Concerns About Performance-based Funding and Ways that States are Addressing the Concerns" (Sacramento: Institute for Higher Education Leadership & Policy, 2011), available at http://www.csus.edu/ihelp/PDFs/B_performance%20funding_05-11.pdf.
- 24 Ibid.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 8, 2012**

SUBJECT: 2013-14 State University System Legislative Budget Request (LBR) Update

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In September the Board approved the 2013-2014 LBR which was transmitted to the Governor and Legislature on October 15. At the request of the Board, one adjustment was made related to retirement benefits. In addition, further information has been collected on the performance-based funding initiative.

- Retirement Benefits Adjustment (\$13.3 M) - During the 2012 session, contribution rates for the Florida Retirement System were adjusted for certain retirement classes resulting in a \$33 million reduction to the SUS. This reduction was calculated based on all SUS employees, E&G and non-E&G personnel, using the Division of State Retirement's employment file. The non-E&G employees included are funded from federal and private grants, contracts, self-generated auxiliary operations, local fund intercollegiate athletics revenues and student activity fees. The retirement calculation should have only been made using E&G employees which would have resulted in a \$19.7 million reduction, a difference of \$13.3 million. Thus, \$13.3 million has been requested to correct this calculation.
- Performance-based Funding - The primary issue included in the 2013-2014 LBR is \$118 million for performance funding. After the approval of the LBR, these funds were allocated to the universities. Universities were requested to allocate their portion of the performance funding to metrics identified in the June 2012 work plans and indicate how projected goals would be impacted by an infusion of additional resources.

Included in this packet are three university submissions: FAU, UCF, and UNF. Each university will provide a quick overview of the process used to allocate funds to particular metrics and decisions made for modifications to metrics identified in the June Work Plan.

Supporting Documentation Included: 1. 2013-2014 Final Executive Summary
2. Summary of Performance-based Funding Submissions
3. FAU, UCF and UNF LBR Submissions

Facilitators/Presenters: University Representatives

**State University System of Florida
2013-2014 Budget
Education and General Core Budget, Executive Summary**

	SUS Budget Request
2012-2013 Total Appropriations	
State Support	\$1,309,947,670
Tuition Support	\$1,599,792,233
2012-2013 Total Base Budget	\$2,909,739,903
2012-2013 Start-up Budget	
2012-2013 Casualty Insurance Adjustment	\$26,355
2012-2013 Health Insurance Adjustment	\$3,250,850
2012-2013 Non-recurring Appropriations	(\$28,350,000)
2012-2013 Non-recurring Budget Reductions	\$300,000,000
2012-2013 Annualization of Health Insurance	\$16,254,250
2012-2013 Annualization of Fall 2012 Tuition	\$6,137,247
2012-2013 Annualization of PO&M *	\$1,953,901
2013-2014 Beginning Base Budget	\$3,209,012,506
2013-2014 Budget Issues:	
Metric Based Performance Funding	\$118,150,000
PO&M for 2013-2014 New Facilities	\$5,015,858
PO&M for Existing Facilities	\$3,164,623
Performance Funding Pilot Project - 2nd Year	\$15,000,000
Estimated 2012-2013 Enrollment Alignments - Tuition Authority**	\$44,129,693
2012-2013 Tuition Differential Adjustment	(\$16,343,628)
Florida Retirement Adjustment	\$6,032,633
Sub-total	\$175,149,179
Total 2013-2014 Budget	\$3,384,161,685
% Increase over 2012-2013 Total Recurring Base Budget(Line 13)	5.46%
<i>2012-2013 Beginning State Support</i>	<i>\$1,603,083,026</i>
<i>Increase in State Support</i>	<i>\$147,363,114</i>
<i>Total State Support Needed for FY 2013-2014</i>	<i>\$1,750,446,140</i>
<i>2012-2013 Beginning Student Tuition Support</i>	<i>\$1,605,929,480</i>
<i>Increase in Student Tuition Support (Assuming no Tuition Increase)</i>	<i>\$27,786,065</i>
<i>Total Tuition Support Needed for FY 2013-2014</i>	<i>\$1,633,715,545</i>
<i>Total Support for FY 2013-2014</i>	<i>\$3,384,161,685</i>

* Plant Operations & Maintenance

**Total estimated increase of 8,200 FTE students bringing the total FTE to 215,870 (Per 2012 University Workplans)

**State University System
2013-2014 Budget
Special Units and State Initiatives, Executive Summary**

	<u>UF-IFAS</u>	<u>UF-HSC</u>	<u>USF-HSC</u>	<u>FSU-MS</u>	<u>FIU-MS</u>	<u>UCF-MS</u>	<u>FAU-MS</u>	<u>Major Gifts</u>	<u>Virtual Campus</u>	<u>Moffitt Cancer Center</u>	<u>IHMC**</u>	<u>Total</u>
2012-2013 Appropriation												
State Support	\$137,456,457	\$94,390,537	\$65,594,991	\$33,235,065	\$26,902,957	\$22,963,376	\$12,778,503		\$10,963,647	\$10,576,930	\$2,739,184	\$417,601,647
Tuition Support	\$0	\$38,463,434	\$52,707,893	\$11,572,716	\$9,497,901	\$8,180,191	\$4,196,880					\$124,619,015
Sub-total	\$137,456,457	\$132,853,971	\$118,302,884	\$44,807,781	\$36,400,858	\$31,143,567	\$16,975,383	\$0	\$10,963,647	\$10,576,930	\$2,739,184	\$542,220,662
2012-2013 Start-up Budget												
2012-2013 Health Insurance Adjustment	\$178,247	\$91,828	\$93,440	\$40,114	\$27,705	\$26,487						\$457,821
2012-2013 Non-recurring Appropriation	(\$1,117,000)										(\$33,000)	(\$1,150,000)
2012-2013 Annualization of Health Insurance	\$891,235	\$459,140	\$467,200	\$200,570	\$138,525	\$132,435						\$2,289,105
2012-2013 Annualization of Fall 2012 Tuition			\$221,428									\$221,428
2012-2013 Annualization of PO&M *	\$53,334	\$763,246										\$816,580
2012-2013 Beginning Recurring Base	\$137,462,273	\$134,168,185	\$119,084,952	\$45,048,465	\$36,567,088	\$31,302,489	\$16,975,383	\$0	\$10,963,647	\$10,576,930	\$2,706,184	\$544,855,596
2013-2014 Budget Issues												
PO&M for 2013-2014 New Facilities	\$58,503	(\$824,224)										(\$765,721)
PO&M for Existing Facilities	\$257,949	\$288,268										\$546,217
UF-IFAS Workload Initiative	\$2,149,541											\$2,149,541
Medical School Implementation					\$724,449	\$774,416						\$1,498,865
Student Phase-in - Tuition Authority			\$1,661,000		\$3,035,070	\$2,366,880	\$1,961,400					\$9,024,350
Estimated 2012-2013 Enrollment Alignments - Tuition Authority			\$418,845									\$418,845
2012-2013 Tuition Differential Adjustment			(\$232,987)									(\$232,987)
Major Gifts Matching Endowment Program								\$286,230,031				\$286,230,031
Moffitt Cancer Center										\$3,323,070		\$3,323,070
Human & Machine Cognition											\$260,816	\$260,816
Florida Virtual Campus - Degree Completion									\$1,250,000			\$1,250,000
Florida Virtual Campus - Workload Issue									\$795,000			\$795,000
Florida Retirement Adjustment	\$134,555	\$6,037,860	\$880,996	\$137,907	\$15,317	\$18,301						\$7,224,936
Total Incremental Increase	\$2,600,548	\$5,501,904	\$2,727,854	\$137,907	\$3,774,836	\$3,159,597	\$1,961,400	\$286,230,031	\$2,045,000	\$3,323,070	\$260,816	\$311,722,963
Total 2013-2014 Budget	\$140,062,821	\$139,670,089	\$121,812,806	\$45,186,372	\$40,341,924	\$34,462,086	\$18,936,783	\$286,230,031	\$13,008,647	\$13,900,000	\$2,967,000	\$856,578,559
State Support	\$140,062,821	\$101,206,655	\$67,036,627	\$33,613,656	\$27,808,953	\$23,915,015	\$12,778,503	\$286,230,031	\$13,008,647	\$13,900,000	\$2,967,000	\$722,527,908
Tuition Support w/ No Tuition Inc.		\$38,463,434	\$54,776,179	\$11,572,716	\$12,532,971	\$10,547,071	\$6,158,280					\$134,050,651
% Increase over 2012-2013 Approp (Line 12)	1.9%	4.1%	2.3%	0.3%	10.3%	10.1%	11.6%		18.7%	31.4%	9.6%	57.2%

*Plant Operations & Maintenance

**Institute of Human & Machine Cognition

State University System 2013-14 Legislative Budget Request Performance-based Funding Initiative

Introduction

The Board of Governors and the twelve institutions of the State University System have developed a rigorous and transparent tripartite Strategic Plan, University Work Plan review, and annual Accountability Report focused on the Board's priority goals. A recurring, incremental appropriation for performance-based funding will be requested and allocated to the universities. How those funds are invested at each university will be guided by the performance-based University Work Plans reviewed and approved by the Board on a yearly basis. Universities have identified accountability measures from their 2012 Work Plans associated with this additional funding. A university's performance on these key metrics will also be taken into account by the Board when addressing any tuition differential request.

For the most part, the universities have identified increasing or maintaining current 2014-15 outcome-related goals with their requests. The requested funding will be used to improve outcomes such as:

- licensure passage rates
- retention and graduation rates
- the percentage of course sections offered via distance learning
- the number of undergraduate and graduate degrees awarded in STEM
- total research expenditures
- the awarding of research doctorates
- campus and educational diversity
- participation in undergraduate internships
- the number of baccalaureate graduates employed in Florida

Funding will be used to hire new faculty and staff to increase course offerings and address student/faculty ratio issues; to implement new advising, mentoring, and electronic student progress mapping systems; to implement or augment curricular models with effective track records for assisting specific student populations; and to increase institutional success in advancement, commercialization, and national prominence.

University of North Florida / Total Request: \$4,865,128

UNF will increase its 2014-15 goal pertaining to freshman retention rate (\$340K) by enhancing its existing Freshman Experience program, its advising services, its National Center for Academic Transformation initiative, and by implementing a data analytics program to facilitate student advising, course scheduling, and proactive intervention based on monitoring of student performance.

UNF will increase its current 2014-15 goals pertaining to the percentage of bachelor's and master's degrees awarded in areas of strategic emphasis (\$4.4M) by hiring faculty in biology, medical laboratory science, engineering, international business and trade, and a number of health and biomedical disciplines. With regard to graduate education, funding is requested primarily for faculty lines, equipment, graduate recruitment and retention, and library resources critical to support advanced inquiry in health-related disciplines including nursing, nursing anesthesia, physical therapy; and an emergent program in coastal science. Funding is also needed to support graduate stipends.

UNF will increase its 2014-15 goal pertaining to the percentage of undergraduate seniors participating in a research course by adding faculty to teach capstone courses designed to engage students in research. These include courses in social science research, lab science research, and community-based research projects. Increases in this metric are expected to positively impact the number of graduates in areas of strategic emphasis.

UNF will increase its 2014-15 goal pertaining to the percentage of upper division undergraduates participating in internships (\$100K) by adding critical field placement coordinators. Increases in this metric are expected to positively impact the number of graduates in areas of strategic emphasis.

UNF will increase its 2014-15 goal pertaining to the percentage of baccalaureate graduates employed in Florida without additional cost implications as a consequence of addressing the critical metrics above.

Florida Atlantic University / Total Request: \$8,605,677

FAU will increase its 2014-15 goal pertaining to six-year FTIC graduation rates (\$3M) by hiring 25 new graduate assistants as tutors in lower-division courses, as well as 20 academic advisors 2 career counselors, and 12 new faculty mentors. In addition, FAU will purchase a degree tracking system to assist students in making informed academic choices.

FAU will increase its 2014-15 goal pertaining to the percentage of bachelor's degrees in awarded in STEM (\$1M) by hiring 5 additional STEM faculty mentors who will teach both lower and upper division courses, by providing stipends for 20 additional graduate students who will help increase the number of undergraduate students engaged in research, by hiring 5 STEM advisors to assist students interested in exploring STEM majors, and by developing additional STEM articulation agreements with the state colleges.

FAU will increase its 2014-15 goal pertaining to total research expenditures (\$3.6M) by hiring 10 senior faculty members and 5 post-doctoral fellows in STEM/health-related disciplines with expertise in areas where large contract and grant opportunities exist. The funds will be used for salary and benefits, as well as for start-up costs that include equipment, facilities, and other laboratory support.

FAU will increase its 2014-15 goal pertaining to course sections offered by distance and blended learning ((\$1M) by hiring 5 new staff in the Center for e-Learning, holding additional workshops and training programs, and marketing the workshops and training programs to all groups of faculty on campus. The expected outcome will be to increase online and blended course sections by 340 per year.

University of Central Florida / Total Request \$13,963,364

UCF will maintain its 2014-15 goals pertaining to freshmen retention rates, FTIC graduation rates, and AA transfer graduation rates (\$2M) by continuing to focus on a series of significant new initiatives, including mapping and tracking of first-time-in-college students; converting systems for advising undergraduate students; and increasing data analysis, modeling, and predictive analytics.

UCF will maintain its 2014-15 goals pertaining to bachelor's degrees awarded, percentage of bachelor's degrees in STEM, graduate degrees awarded, percentage of graduate degrees awarded in STEM, research doctoral degrees awarded, and professional doctoral degrees awarded (\$12M) by hiring additional faculty, which will also work to improve UCF's student/faculty ratio.

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Performance-based Funding Initiative

2013-2014 Legislative Budget Request



University of North Florida

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	3 YEAR GOALS (2014-15) <i>(As presented in the June 2012 Work Plan)</i>	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
Academic Quality			
Avg. SAT Score	1220	\$0	1220
Avg. High School GPA (on 4.0 scale)	3.90	\$0	3.90
Professional/Licensure Exam First-time Pass Rates ²		\$0	
Exams Above National/State Benchmark	2	\$0	2
Exams Below National/State Benchmark	0	\$0	0
Operational Efficiency			
Freshman Retention Rate	85%	\$340,000	86%
FTIC Graduation Rates			
In 4 years (or less)	24%	\$0	24%
In 6 years (or less)	53%	\$0	53%
AA Transfer Graduation Rates			
In 2 years (or less)	36%	\$0	36%
In 4 years (or less)	67%	\$0	67%
Return on Investment			
Bachelor's Degrees Awarded	3,637	\$0	3,637
Percent of Bachelor's Degrees in STEM	18%	\$0	18%
Graduate Degrees Awarded	670	\$0	670
Percent of Graduate Degrees in STEM	6%	\$0	6%
Percent of Baccalaureate Graduates Employed in Florida	73%	\$0	74%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	15%	\$0	15%
Annual Gifts Received (\$M)	\$ 10	\$0	\$ 10
Endowment (\$M)	\$90	\$0	\$ 90

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2009-10 data from FETPIP.



KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	3 YEAR GOALS (2014-15)	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
Academic Quality			
Faculty Awards	X		X
National Academy Members	X		X
Number of Post-Doctoral Appointees	XX		XX
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures <i>(based on 8 broad discipline areas, and includes private universities)</i>	X		X
Return on Investment			
Total Research Expenditures (\$M) <i>(includes non-Science & Engineering disciplines)</i>	\$ xx.x		\$ xx.x
Science & Engineering Research Expenditures (\$M)	\$ xx.x		\$ xx.x
Percent of Research Expenditures funded from External Sources	X%		X%
Patents Issued	X		X
Licenses/Options Executed	X		X
Licensing Income Received (\$M)	\$ x.x		\$ x.x
Number of Start-up Companies	X		X
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences	XX		XX
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News & World Report)</i>	n/a		n/a
Research Doctoral Degrees Awarded	XX		XX
Professional Doctoral Degrees Awarded	XX		XX

Notes: (1) the most recent faculty Awards data is based on 2009-10 data.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

University Metric	3 YEAR GOALS (2014-15)	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
Percent of course sections offered via distance and blended learning	12%	\$0	12%
Percent Bachelor's Degrees in Areas of Strategic Emphasis	33%	\$1,834,064	33.5%
Freshmen in Top 10% of Graduating High School Class	30%	\$0	30%
Average Time to Degree for FTICs	4.2	\$0	4.2
Percent of Upper Division Undergraduates Participating in Internships	19%	\$100,000	20%
Percent of Graduate Degrees in Areas of Strategic Emphasis	27%	\$2,591,064	28%
Percent of undergraduate seniors participating in a research course <i>*impacted by the allocations noted in the first and third categories above</i>	12%	*	13%



KEY PERFORMANCE INDICATORS - NARRATIVE

For each metric identified for funding, please provide a brief description of the initiative and outcomes expected as a result of the allocation. The description should be concise and limited to no more than 2 paragraphs.

The University of North Florida’s 2013-14 Legislative Budget Request is mission-consistent, in alignment with the Board of Governor’s 2012-2025 Strategic Plan, and conducive to the transition to the immediate and gainful employment of UNF graduates. While this LBR focuses on advancing six metrics, progress on them will have corollary benefits for other critical BOG metrics as well.

1. Metric: Percent of bachelor’s degrees in strategic areas of emphasis (including STEM)

2010-11 actual: 33% 2014-15 goal: 33.5%

As outlined in our 2012-13 Work Plan, UNF has identified a number of areas of synergistic institutional strength. We refer to these areas as “constellations” of excellence and relevance. They constitute optimal areas for funding because of their consonance with regional economic needs and opportunities and because of their significant congruence with the SUS prioritization of strategic areas of emphasis including STEM. UNF has more demand than capacity in these fields by virtue of limited faculty resources. These fields include biology, medical laboratory science, engineering, international business and trade, and a number of health and biomedical disciplines. The goal identified above is aspirational in light of the time it takes for students to complete degrees, but we anticipate being able to report a more robust pipeline of majors in STEM fields and strategically defined areas if we have the resources to support higher enrollments. A more robust pipeline will eventually result in increased numbers of graduate students in these same fields.

In sum, funding is requested for strategic faculty lines and the equipment needed to support the research/teaching efforts of the faculty recruited on these lines.

Request	Funding Allocation
Permanent faculty lines in targeted areas	\$1,459,064
Ongoing equipment budget	\$375,000
Total	\$1,834,064

2. Metric: Percent of graduate degrees in strategic areas of emphasis (including STEM)

2010-11 actual: 26% 2014-15 goal: 28%

High demand undergraduate programs strain staffing resources at the graduate level, particularly in strategic areas of emphasis that often admit students in cohorts and that thus require simultaneous multiple faculty hires in order to accommodate incrementally higher student enrollments. This is especially the case in established health-related disciplines including Nursing, Nursing Anesthesia, Physical Therapy; and an emergent program in Coastal Science that will have a focus on coastal and port engineering.



Funding is requested primarily for faculty lines, equipment, graduate recruitment and retention, and library resources critical to support advanced inquiry in these technical fields. Graduate stipends are critical to attracting high quality advanced students who typically require support to sustain them through graduate programs but who also typically take up permanent local residence upon completion of their degrees. Library materials in the sciences and related disciplines are the most expensive and the least flexible in terms of viable alternatives to obtain the information. A requested online journal package in chemistry costs \$28,000; an e-book subscription package for computer sciences and technology is priced at \$50,000; a single e-book can be hundreds of dollars. Costs to acquire the growing list of current faculty requests for new resources exceed \$200,000. Keeping up with annual price increases requires another \$100,000 in on-going support.

Request	Funding Allocation
Permanent faculty lines in targeted areas	\$1,019,064
Ongoing equipment budget	\$375,000
GTA stipends (20x\$20,000)	\$400,000
GRA stipends (20x\$20,000)	\$400,000
Graduate recruiter	\$55,000
Graduate scholarships	\$42,000
Library resources for STEM	\$300,000
Total	\$2,591,064

3. Metric: Freshman retention rate

2010-11 actual: 81% 2014-15 goal: 86%

UNF is committed to retaining, and ultimately graduating, a higher percentage of its FTIC cohorts. Consistent with best practice, the university is enhancing its existing Freshman Experience program, its advising services, National Center for Academic Transformation initiatives that will transform gatekeeper into gateway courses, and the implementation of a data analytics program to facilitate student advising, course scheduling, and proactive intervention based on monitoring of student performance. Here, too, the 2014-15 goal is aspirational, but with an infusion of resources we anticipate being able to report steady progress toward higher rates of retention and ultimately graduation. Given the composition of the UNF student body, progress made on this metric is a challenge to achieve and thus success must be calibrated accordingly.

Funding is requested for a data-analytics program; ITS support for integration with our current advising system as well as Banner; NCAT resources including the establishment of a Math Emporium; professional advisor positions to support student success; and a supplemental instruction program for gateway and academically challenging/high failure-rate courses.

Request	Funding Allocation
NCAT initiative – Math Emporium	\$50,000
NCAT initiative – Math Boot Camp	
Data Analytics program	\$20,000
ITS support for Data Analytics software integration	\$10,000
Professional Advisors (2)	\$100,000
Supplemental Instruction Program	\$50,000
Freshman Experience Initiatives	\$30,000
Freshman Experience/Student Success Director	\$80,000
Total	\$340,000



4. Metric: Percent of undergraduate seniors participating in a research course

2010-11 actual: 9.7%

2014-15 goal: 13%

According to UNF’s mission statement, “students and faculty engage together and individually in the discovery and application of knowledge.” Since such experiences typically occur in more personalized learning environments than in larger classes, the only limitation on providing students with access to these experiences is faculty resources. UNF proposes to add faculty in disciplines that are especially accommodating to capstone courses designed to engage students in research experiences including social science research, lab science research and community-based research projects. Such additional resources also would facilitate student engagement in research prior to their senior year that would maximize their prospects for post-graduate employment in STEM and other critical disciplines.

Funding is requested (as in 1 and 2) for targeted faculty lines that in turn will support an increase in opportunities for undergraduate research activities.

Request	Funding Allocation
Faculty lines to increase student research opportunities	See Matrics 1 & 2

5. Metric: Percent of upper division undergraduates participating in internships (institution specific goal)

2010-11 actual: 16%

2014-15 goal: 20%

UNF has earned designation as a Carnegie Engaged University. It seeks to strengthen this identity through advancement of its Quality Enhancement Plan, Community-Based Transformational Learning. To that end, the university has vigorously promoted student participation in internship opportunities that entail learning in and serving the needs of the community. In addition, such internship opportunities often prove to be a pathway to professional employment. In order to further enhance this initiative, UNF proposes to add critical field placement coordinators.

Request	Funding Allocation
Field Placement coordinators	\$100,000
Total	\$100,000

6. Metric: Percent of Baccalaureate Graduates Employed in Florida

2010-11 actual: 73%

2014-15 goal: 74%

We list this metric last not because it is the least important—arguably nothing is more important than enabling Florida’s university graduates to obtain jobs—but because we believe that as a consequence of addressing the preceding five metrics there will be a commensurate improvement on this metric as well. In that sense the entire LBR has as its purpose the advancement of UNF post-baccalaureate employment. FETPIP data indicate that UNF is in the vanguard of SUS institutions that facilitate immediate in-state employment following graduation. The strategic allocation of resources detailed in this LBR will certainly further this record of success.

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Performance-based Funding Initiative

2013-2014 Legislative Budget Request



Florida Atlantic University

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



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	3 YEAR GOALS (2014-15) <i>(As presented in the June 2012 Work Plan)</i>	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
Academic Quality			
Avg. SAT Score	1,675		x,xxx
Avg. High School GPA (on 4.0 scale)	3.6		x.x
Professional/Licensure Exam			
First-time Pass Rates²			
Exams Above National/State Benchmark	2		x
Exams Below National/State Benchmark	0		x
Operational Efficiency			
Freshman Retention Rate	85%		xx%
FTIC Graduation Rates			
In 4 years (or less)	21%		xx%
In 6 years (or less)	47%	\$3 million	48%
AA Transfer Graduation Rates			
In 2 years (or less)	28%		xx%
In 4 years (or less)	69%		xx%
Return on Investment			
Bachelor's Degrees Awarded	5,228		x,xxx
Percent of Bachelor's Degrees in STEM	26%	\$1 million	28%
Master's Degrees Awarded	1,357		x,xxx
Percent of Master's Degrees in STEM	20%		xx%
Percent of Baccalaureate Graduates Employed in Florida	76%		xx%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	23%		xx%
Annual Gifts Received (\$M)	\$10.3		\$ x.x
Endowment (\$M)	\$200.3		\$ xx.x

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2009-10 data from FETPIP.



KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	3 YEAR GOALS (2014-15)	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
Academic Quality			
Faculty Awards	5		X
National Academy Members	2		X
Number of Post-Doctoral Appointees	18		XX
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures <i>(based on 8 broad discipline areas, and includes private universities)</i>	3		X
Return on Investment			
Total Research Expenditures (\$M) <i>(includes non-Science & Engineering disciplines)</i>	\$ 66.0	\$3.6 million	\$ 70.0
Science & Engineering Research Expenditures (\$M)	\$ 38.2		\$ XX.X
Percent of Research Expenditures funded from External Sources	89%		X%
Patents Issued	5		X
Licenses/Options Executed	6		X
Licensing Income Received (\$M)	\$.200		\$ X.X
Number of Start-up Companies	2		X
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences	19.2		XX
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News & World Report)</i>	n/a		n/a
Research Doctoral Degrees Awarded	120		XX
Professional Doctoral Degrees Awarded	88		XX

Notes: (1) the most recent faculty Awards data is based on 2009-10 data.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

	3 YEAR GOALS (2014-15)	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
University Metric			
Bachelor Degrees Awarded to Minorities	2,404		X
Percent of Course Sections Offered via Distance and Blended Learning	27.6%	\$1 million	30%
Percentage of Students Participating in Identified Community and Business Engagement Activities	15.7%		X
Faculty working in community clinics	10		X
HBOI : Increase # Faculty	6		X
Non-FAU students in Semester-by-the-Sea	7		X



KEY PERFORMANCE INDICATORS - NARRATIVE

For each metric identified for funding, please provide a brief description of the initiative and outcomes expected as a result of the allocation. The description should be concise and limited to no more than 2 paragraphs.

1. FTIC 6-year Graduation Rate

Florida Atlantic University is committed to increasing the FTIC 6-year graduation rate to 48% by 2014-15, at a projected cost of \$3 million. One of the primary goals of the institution's new Strategic Plan for 2012-2017 is to "enrich the educational experience," and a key objective under this goal is to "support an organizational culture in which all units are dedicated to student success." While Florida Atlantic University realizes that increasing the graduation rates significantly over a three-year term is challenging, the institution is committed to doing so. Here, the University is proposing to employ two primary strategies to improve graduation rates: enhance academic support services and improve the advising system. To enhance academic support, 25 new graduate assistants will be hired to serve as tutors in lower-division courses and in historically difficult courses in the major. To improve advising, the institution will hire 20 new academic advisors and two new career counselors, and will recruit 12 new faculty mentors. In addition, the institution will purchase a degree tracking system to assist students in making informed academic choices.

Taken together, the strategies outlined above will lead to an improvement in graduation rates. Specifically, they target two major factors behind student attrition, course failure and student disengagement. Augmenting academic support services, such as by employing graduate assistants to serve as tutors, is a proven means to address course failure rates. Getting students better connected and engaged requires multiple strategies. The addition of new advisors and career counselors will enable Florida Atlantic University to assist more students and to offer programmatic activities to students at risk. Additional advisors and faculty mentors will also help students select majors and careers, allowing them to graduate in a timely fashion. In addition, the adoption of a degree tracking system will contribute to a reduced time-to-graduation. Such a system will allow students to plan, on a semester-by-semester basis, the courses necessary to obtain their degrees quickly and efficiently. It will also provide departments with a better understanding of which courses to offer and how many seats will be needed each semester so that students can indeed complete their degree requirements within an acceptable time frame, thereby reducing their debt and helping them enter the work force as quickly as possible.

2. Percent of Bachelor's Degrees in STEM

One of the University's objectives is to increase the percentage of students in STEM disciplines, and the institution has set a revised goal of having 28% of bachelor's degrees awarded in STEM areas by 2014-2015, at a projected cost of \$1 million. This goal is in line with the institution's new Strategic Plan for 2012-2017 and its three identified Signature Themes: Marine and Coastal Issues, Biotechnology, and Contemporary Societal Challenges. In addition, this goal complements the campus-wide initiatives aimed at improving graduation rates and increasing research expenditures. To increase the percentage of bachelor's degrees awarded in STEM disciplines, Florida Atlantic University will improve retention rates of those students who have chosen a STEM major and, over the long-term, the University will provide greater access to students interested in degree programs in science, technology, engineering and mathematics. To improve retention of students in STEM fields, the institution will hire 5 additional faculty mentors in STEM disciplines who will teach both lower and upper division STEM courses. In addition, the University will provide stipends for 20 additional graduate students who



will help increase the number of undergraduate students engaged in research, specifically by working through the new, institution-wide Quality Enhancement Plan entitled “Distinction Through Discovery.” To provide greater access, Florida Atlantic University will hire 5 STEM advisors to assist students interested in exploring a STEM major and will develop additional STEM articulation agreements with the state colleges to increase accessibility for transfer students.

The expected outcome of the above actions will be to increase the percentage of bachelor’s degrees awarded in STEM at Florida Atlantic University. In particular, hiring new faculty mentors who teach in the STEM areas will provide more assistance to students, leading to higher success rates in the classroom, and enhanced retention and graduation rates. As part of the institution’s reaffirmation process with the Southern Association of Colleges and Schools, the University has developed a Quality Enhancement Plan that will increase the number of undergraduates involved in research and discovery. Students in faculty labs will be mentored not only by professors, but also by senior graduate students. Studies have shown that individual research experiences lead to greater retention. Over the long-term, hiring additional advisors who focus solely on helping students select a STEM degree that matches their interests and assisting them with the selection of courses and related activities will lead to a greater number of students in STEM disciplines. In addition, the University is currently developing a “continuous advising system” which will ensure timely progression of STEM students through the curriculum, and this alone could lead to a 5 to 10% increase in STEM degrees awarded. In addition, many students who transfer to Florida Atlantic University from state colleges are interested in pursuing STEM degrees; developing articulation agreements with the state colleges will not only allow more students to matriculate into STEM programs but will also ensure that students are prepared to complete their degrees and enter the workforce as quickly as possible.

3. Total Research Expenditures

As part of its new Strategic Plan for 2012-2017, Florida Atlantic University established the goal of doubling externally funded research in 5 years. Here, the institution has revised its short-term goal and now plans to increase total research expenditures to \$70 million by 2014-2015, at a projected cost of \$3.6 million. One of the most important strategies in achieving this goal is to hire additional faculty and post-doctoral fellows with expertise in areas where large contract and grant opportunities exist. The requested funds would be used to hire 10 senior faculty members and 5 post-doctoral fellows in Science, Medicine, Engineering, Nursing and STEM Education. The funds would be used for salary and benefits, as well as for a portion of the necessary start-up costs that include equipment, facilities, and other laboratory support. The Division of Research at Florida Atlantic University would supply the additional funding for any necessary start-up costs not provided for by this request.

The expected outcome of this strategy is to increase research funding. Specifically, an immediate growth in total research expenditures will result from hiring senior faculty members who have existing research funding from federal agencies such as the National Institutes of Health, National Science Foundation, Department of Education, and the Office of Naval Research. This funding will provide an influx of new money to Florida and strengthen the University’s strategic themes in Marine and Coastal Issues, Biotechnology, and Contemporary Societal Challenges. Hiring post-doctoral fellows will greatly increase the research productivity of faculty, with the expected result of increasing funded awards. Importantly, the start-up funding will support the goal stated in the Strategic Plan for 2012-2017 to maintain and strengthen the necessary facilities, equipment, and staff support in the Colleges. Existing faculty at Florida Atlantic University will then be able to collaborate with the new hires and synergistically increase their research funding as well.



4. Course sections offered by distance and blended learning

Florida Atlantic University has revised its goal related to distance learning and now aims to have 30% of all course sections offered by distance and blended learning by 2014-2015, at a cost of \$1 million. Already, one of the strategies in the University's new Strategic Plan for 2012-2017 under the objective of enhancing student success is to "increase support services and technologies that promote e-learning initiatives." The institution will reach its revised goal by using three strategies: hiring 5 new staff in the Center for e-Learning, holding additional workshops and training programs, and marketing the workshops and training programs to all groups of faculty on campus.

The expected outcome of these activities will be to increase online and blended course sections by 340 per year, thereby meeting the revised goal stated above. Specifically, more faculty members will be trained in the delivery of online and blended courses; with the new staff, the Center for e-Learning will be able to greatly increase the number of training courses and workshops available to faculty. The proposed courses will include content in constructing learning objectives, selecting appropriate assessments, integrating technologies, and incorporating interactive and active learning strategies. It is anticipated that 140 faculty per year will complete training programs that will culminate in the development of new online and blended courses, and faculty will receive incentives to develop and teach these such classes. Deans and department chairs, in consultation with faculty and students, will identify courses that are suitable for an online platform and encourage faculty to develop them. As the Center for e-Learning markets the training programs by emphasizing the advantages of online/blended courses, it is expected that increased numbers of faculty will take advantage of the programs. Another expected outcome is that there will be increased student demand for online and blended courses because of their growing availability, flexibility and convenience. This demand will increase over time as faculty become more involved and create additional on-line courses that can be incorporated into students' schedules.

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Performance-based Funding Initiative

2013-2014 Legislative Budget Request



University of Central Florida

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	3 YEAR GOALS (2014-15) <i>(As presented in the June 2012 Work Plan)</i>	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
Academic Quality			
Avg. SAT Score	1756		1756
Avg. High School GPA (on 4.0 scale)	3.82		3.82
Professional/Licensure Exam First-time Pass Rates²			
Exams Above National/State Benchmark	3		3
Exams Below National/State Benchmark	0		0
Operational Efficiency			
Freshman Retention Rate	89%	\$ 500,000	89%
FTIC Graduation Rates		\$1,000,000	
In 4 years (or less)	37%		37%
In 6 years (or less)	65%		65%
AA Transfer Graduation Rates		\$ 500,000	
In 2 years (or less)	29%		29%
In 4 years (or less)	68%		68%
Return on Investment			
Bachelor's Degrees Awarded	13,500	\$9,010,691	13,500
Percent of Bachelor's Degrees in STEM	18%	\$500,000	18%
Graduate Degrees Awarded	2,780	\$1,734,558	2,780
Percent of Graduate Degrees in STEM	28%	\$200,000	28%
Percent of Baccalaureate Graduates Employed in Florida	68%		68%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	19%		19%
Annual Gifts Received (\$M)	\$ 34.5		\$ 34.5
Endowment (\$M)	\$ 145.0		\$ 145.0

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2009-10 data from FETPIP.



KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	3 YEAR GOALS (2014-15)	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
Academic Quality			
Faculty Awards	12		12
National Academy Members	2		2
Number of Post-Doctoral Appointees	75		75
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures <i>(based on 8 broad discipline areas, and includes private universities)</i>	5		5
Return on Investment			
Total Research Expenditures (\$M) <i>(includes non-Science & Engineering disciplines)</i>	\$ 132.5		\$ 132.5
Science & Engineering Research Expenditures (\$M)	\$ 117.5		\$ 117.5
Percent of Research Expenditures funded from External Sources	87%		87%
Patents Issued	90		90
Licenses/Options Executed	15		15
Licensing Income Received (\$M)	\$ 0.8		\$ 0.8
Number of Start-up Companies	4		4
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences	\$ 107.5		\$ 107.5
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News & World Report)</i>	n/a		n/a
Research Doctoral Degrees Awarded	255	\$349,164	255
Professional Doctoral Degrees Awarded	122	\$168,951	122

Notes: (1) the most recent faculty Awards data is based on 2009-10 data.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

	3 YEAR GOALS (2014-15)	2013-14 LBR \$\$\$	REVISED 2014-15 GOALS
University Metric			
Bachelor's Degrees in Areas of Strategic Emphasis	4,200		4,200
Graduate Degrees in Areas of Strategic Emphasis	1,360		1,360
Bachelor's Degrees Awarded to Minorities	3,510		3,510
LCME Accreditation	Full		Full
M.D. Enrollment	420		420
GME Application Progress	Approved		Approved
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	100%		100%
Total Jobs Created by Incubator Companies	2,000		2,000
Total Companies Graduated by Incubators	90		90



KEY PERFORMANCE INDICATORS - NARRATIVE

For each metric identified for funding, please provide a brief description of the initiative and outcomes expected as a result of the allocation. The description should be concise and limited to no more than 2 paragraphs.

UCF is focusing on retention and graduation rates, degrees awarded at all levels, and percent of degrees in STEM disciplines. Several of the metrics are related, and while individual dollar amounts may be listed, the overarching goal is to higher more faculty members to allow for increase student success.

Initiative	Metric	2013-14 LBR \$\$\$
Retention and Graduation		
	Freshman Retention Rate	\$500,000
	FTIC Graduation Rate	\$1,000,000
	AA Transfer Graduation Rate	\$500,000
	Subtotal	\$2,000,000
Hire Additional Faculty		
	Bachelor's Degrees Awarded	\$9,010,691
	Bachelor's Degrees in STEM	\$500,000
	Graduate Degrees Awarded	\$1,734,558
	Graduate Degrees in STEM	\$200,000
	Research Doctoral Degrees Awarded	\$349,164
	Professional Doctoral Degrees Awarded	\$168,951
	Subtotal	\$11,963,364
	Grand Total	\$13,963,364

Retention and Graduation: includes metrics related to Freshman Retention Rate, FTIC Graduation Rates, and AA Transfer Graduation Rates

UCF has started a series of significant new initiatives designed to increase our freshman six-year graduation rate to 70% over the next five years. While a few initiatives focus on first-time-in-college students (mapping and tracking during the first two years), the majority of initiatives will benefit all students. UCF has already converted to a new student advising system for graduate degree students, while the effort to convert systems for the undergraduate students kicks off during the spring 2013 semester. A second set of initiatives focuses on increased data analysis, modeling, and predictive analytics (Civitas Learning partnership and PAR Framework grant). Finally, a new initiative designed to implement student interventions identified by the above projects has already started a review of possible first steps.

Hire Additional Faculty: includes metrics related to Bachelor's Degrees Awarded, Graduate Degrees Awarded, Research Doctoral Degrees Awarded, Professional Doctoral Degrees Awarded, Percent of Bachelor's Degrees in STEM, and Percent of Graduate Degrees in STEM

The emphasis on improving retention and graduation rates will have the added benefit of increasing the volume of degrees issued at all levels. The additional faculty hires will allow UCF to manage an increasing student-to-faculty ratio providing the continued high quality academic credential to a larger population of graduates.

The focus for new faculty hires will be in support of upper-level degree programs. If the average salaries and benefits are those of a typical UCF assistant professor (roughly \$75,000 per academic year), then based on the funding allocation, the numbers involved will be up to 159 full-time faculty members.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 8, 2012**

SUBJECT: 2012 New Fee Report

PROPOSED COMMITTEE ACTION

Approve the 2012 New Fee Report for transmittal to the Legislature and Governor's Office.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Section 1009.24(15)(f), Florida Statutes

BACKGROUND INFORMATION

Section 1009.24(15)(f), Florida Statutes, requires the Board to submit an annual report summarizing the new fee proposals received and actions taken by the Board in response to each proposal. There is no specific deadline for the submission of the report.

In January, 2012 there were six new fee proposals submitted to the Budget and Finance Committee for consideration. Ultimately, the Board approved two new fees at the March, 2012 meeting. The attached report summarizes the new fees received, actions taken on each proposal, the amount of the fee, and anticipated revenues and expenditures.

Supporting Documentation Included: 2012 New Fee Report

Facilitators/Presenters: Governor Perez

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New Fees Authorized by the Florida Board of Governors for Fall 2012



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

November 8, 2012

Table of Contents

Executive Summary and Background 1

Process for Creating New Fees 1

Annual Report 2

New Fee Proposals 2

New Fee Uses, Revenues and Expenditures 3

Appendix I - Subsection 1009.24(15), Florida Statute A1

Appendix II - Board Regulation 7.003 - Fees, Fines, and Penalties A2

Appendix III- University Proposals Submitted for Fall 2012 A3

Executive Summary and Background

The 2010 Legislature passed House Bill 7237 which was approved by the Governor on May 11, 2010. This legislation provided the Board of Governors (Board) the authority to approve boards of trustees' proposals for new student fees, increases to certain fees that are currently capped, and approval of flexible tuition policies, such as undergraduate or graduate block tuition, block tuition differential, or market tuition rates for graduate-level online courses or graduate-level courses offered through continuing education programs.

The Board established a Tuition Work Group¹ to develop regulations for the implementation of HB 7237 and present recommendations to the Budget and Finance Committee (Committee) for consideration. The Work Group met during the summer of 2010 to develop proposed language for reviewing new fees, changes to existing fees, and block tuition. This language was reviewed by the Committee on September 15, 2010, with a recommendation that Board Regulation 7.003, Fees, Fines and Penalties, be amended to reflect the language proposed by the Work Group. The amended regulation was adopted by the full Board in November.

The Work Group continued to meet during the fall to develop proposed language for market tuition rates. At the November meeting, the Committee reviewed proposed amendments to Board Regulation 7.001, Tuition and Associated Fees, to address market tuition. The Committee approved the amendments and the updated Regulation was adopted by the full Board in January, 2011.

Process for Creating New Fees

In accordance with Board regulations, following approval by the university board of trustees, proposals are submitted to the Committee in January, with the Committee meeting in February to review proposals, and make a recommendation to the full Board at the next scheduled meeting. If a university proposal is denied by the full Board, the university may file an appeal to the Board's Tuition Appeal Committee. All new fees approved are to be implemented in the fall term.

Annual Report

Section 1009.24(15)(f) Florida Statutes requests the Board to submit an annual report to the Senate, House, and Governor summarizing the new fee proposals received by the Board during the preceding year and actions taken in response to such proposals.

Section 1009.24(15)(f) - The Board of Governors shall submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the

¹ Consisting of Governors Perez, Duncan, Tripp, and Franklin and Provosts Abele (FSU), Glover (UF), and Workman (UNF).

Governor summarizing the proposals received by the board during the preceding year and actions taken by the board in response to such proposals. The Board of Governors shall also include in the annual report the following information for each fee established pursuant to subparagraph (a)1:

1. The amount of the fee.
2. The total revenues generated by the fee.
3. Detailed expenditures of the revenues generated by the fee.

New Fee Proposals

In January 2012, several new fee proposals were submitted to the Committee for consideration:

University	New Fee Proposed
FAMU	Bar Review Preparation Fee
FAMU	Doctor of Physical Therapy (DPT) Board Review Preparation Fee
UWF	Green Fee
UNF	Academic Enhancement Fee
USF	Academic Enrichment & Opportunity Fee
UF	Undergraduate Enhancement Fee

The Committee met on March 21, 2012 and heard presentations from each university on their respective fee proposal. FAMU withdrew the proposed DPT Board Review Preparation Fee. The Committee only recommended approval of the FAMU Bar Review Preparation Fee and the UWF Green Fee and presented their recommendations to the full Board on March 22, 2012.

The Board approved two new fees. The other new fee proposals were withdrawn by their respective university.

University	New Fee Approved	Amount
FAMU	Bar Review Preparation Fee	\$2,400
UWF	Green Fee	\$1.00 per credit hour

Proposed Uses, Revenues and Expenditures

1. FAMU Bar Review Preparation Fee - 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.

2. UWF Green Fee – This fee will be used to fund campus energy efficiency and renewable energy projects 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 following table reports the estimated revenue and expenditures, by category, for the 2012-2013 fiscal year. Given the variance in the new fee's purpose, expenditures vary greatly by category.

Board of Governors Approved Local Fees 2012-2013 Estimated Financial Activity		
	FAMU Bar Test Prep. Fee	UWF Green Fee
Beginning Fund Balance	\$0	\$0
<u>Receipts/Revenues</u>		
Fees	\$480,000	\$210,000
Other Receipts / Revenues	\$0	\$0
Total Revenues:	\$480,000	\$210,000
<u>Operating Expenditures</u>		
Salaries and Benefits	\$0	\$0
Other Personal Services	\$0	\$0
Expenses	\$480,000	\$110,000
Operating Capital Outlay	\$0	\$0
Total Expenditures :	\$480,000	\$110,000
Ending Fund Balance :	\$0	\$100,000
Source: 2012-13 operating budgets as submitted by each university in August, 2012.		

2011 Florida Statutes

1009.24 State University Student fees -

(15)(a) The Board of Governors may approve:

1. A proposal from a university board of trustees to establish a new student fee that is not specifically authorized by this section.

2. A proposal from a university board of trustees to increase the current cap for an existing fee authorized pursuant to paragraphs (14)(a)-(g).

3. A proposal from a university board of trustees to implement flexible tuition policies, such as undergraduate or graduate block tuition, block tuition differential, or market tuition rates for graduate-level online courses or graduate-level courses offered through a university's continuing education program. A block tuition policy for resident undergraduate students or undergraduate-level courses shall be based on the per-credit-hour undergraduate tuition established under subsection (4). A block tuition policy for nonresident undergraduate students shall be based on the per-credit-hour undergraduate tuition and out-of-state fee established under subsection (4). Flexible tuition policies, including block tuition, may not increase the state's fiscal liability or obligation.

(b) A proposal developed pursuant to paragraph (a) shall be submitted in accordance with guidelines established by the Board of Governors. Approval by the Board of Governors of such proposal must be made in accordance with the provisions of this subsection.

(c) In reviewing a proposal to establish a new fee under subparagraph (a)1., the Board of Governors shall consider:

1. The purpose to be served or accomplished by the new fee.

2. Whether there is a demonstrable student-based need for the new fee that is not currently being met through existing university services, operations, or another fee.

3. Whether the financial impact on students is warranted in light of other charges assessed to students for tuition and associated fees.

4. Whether any restrictions, limitations, or conditions should be placed on the use of the fee.

5. Whether there are outcome measures to indicate if the purpose for which the fee was established is accomplished.

(d) In reviewing a proposal to increase or exceed the current cap for an existing fee under subparagraph (a)2., the Board of Governors shall consider:

1. The services or operations currently being funded by the fee.

2. Whether those services or operations can be performed more efficiently to alleviate the need for any increase.

3. The additional or enhanced services or operations to be funded by the increase.

4. Whether any alternative resources are available to meet the need.

5. Whether the financial impact on students is warranted in light of other charges assessed to students for tuition and associated fees.

(e) In reviewing a proposal to implement a flexible tuition policy under subparagraph (a)3., the Board of Governors shall consider:

1. Whether the proposed tuition flexibility policy is aligned with the mission of the university.

2. Whether the proposed tuition flexibility policy increases the state's fiscal liabilities or obligations and, if so, the proposal shall be denied.

3. Whether any restrictions, limitations, or conditions should be placed on the policy.

4. How the proposed tuition flexibility policy will be implemented to honor the advance payment contracts of students who are beneficiaries of prepaid tuition contracts under s. 1009.98.

(f) The Board of Governors shall submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor summarizing the proposals received by the board during the preceding year and actions taken by the board in response to such proposals. The Board of Governors shall also include in the annual report the following information for each fee established pursuant to subparagraph (a)1.:

1. The amount of the fee.
2. The total revenues generated by the fee.
3. Detailed expenditures of the revenues generated by the fee.

(g) The aggregate sum of any fees established pursuant to subparagraph (a)1. that a student is required to pay to register for a course shall not exceed 10 percent of tuition.

(h) Any fee established pursuant to subparagraph (a)1. shall not be included in any award under the Florida Bright Futures Scholarship Program established pursuant to ss. 1009.53-1009.538.

(i) The revenues generated by a fee established pursuant to subparagraph (a)1. may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used for the purpose of paying or securing debt.

(j) If the Board of Governors approves a university proposal to establish a fee pursuant to subparagraph (a)1., a fee committee shall be established at the university to make recommendations to the university president and the university board of trustees regarding how the revenue from the fee is to be spent and any subsequent changes to the fee. At least one-half of the committee must be students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chair, appointed jointly by the university president and the student body president, shall vote only in the case of a tie.

(k) An increase to an existing fee or a fee established pursuant to subparagraph (a)1. may occur no more than once each fiscal year and must be implemented beginning with the fall term.

7.003 Fees, Fines and Penalties - New Fee Excerpt

(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.

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University New Fee Proposals

March 2012

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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	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	School of Allied Health Sciences Examination Preparation	\$200			According to the Commission on Accreditation for Physical Therapy Education, the accrediting body for physical therapy education, academic standards must comply with 2011 standards regarding technology, materials and equipment. This fee will provide the resources for students to acquire entry level competencies and successfully pass the national

					physical therapist examination as well as ensure the program graduates have the knowledge and exposure to various equipment and technology used by contemporary therapist practice as they enter the workforce. The \$200 /student/NPTE exam training (one time semester fee) will be assessed when student enrolls in PHT 6960 Professional PT Practice.
UF	Graduate Teaching Stipend	6.55% of Tuition (if applied against the 2011-12 tuition the amount per credit hour would be \$6.76)	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.
UNF	Academic Enhancement Fee	5% of Tuition (if applied against the 2011-12 tuition the amount per credit hour would be \$5.16)	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 tied to the Legislative base tuition increase. If there is a tuition		\$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

		increase, the Technology and Financial Aid Fee will not increase. Thus making the fee revenue neutral.			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.
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

**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 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>

**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:	
Proposed fall implementation date (year):	2012
Description	
New fee title:	Bar Review Preparation Fee
Amount of new fee (per credit hour if applicable):	2400
Proposed new fee as a percentage of tuition: ¹	
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></p> <p style="padding-left: 40px;"><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).

**State University System
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:
\$480,000.00

Fee is at cost

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

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

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

**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

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.**

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 all 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).

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.

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:	\$7.4M
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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.

Accountability Measures

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.

- 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

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

Fee Title: Undergrad Enhancement Fee

	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	\$ -	7,400,000
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 7,400,000
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	7,400,000
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 7,400,000
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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**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.

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

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.

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

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

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>\$ -</u>	<u>\$ -</u>
<u>Receipts / Revenues</u>		
Fee Collections	\$ -	2,131,861
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	<u>\$ -</u>	<u>\$ 2,131,861</u>
<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:	<u>\$ -</u>	<u>\$ 2,131,861</u>
Ending Balance Available:	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

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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**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)**

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:

- 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.

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). This would represent a cost neutral fee adjustment for students.

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.

**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).
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Purpose

Describe the purpose to be served or accomplished with this fee:

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.

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.

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.

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:

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.

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

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)**

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.

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

Student Impact

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

Because USF is proposing that the new Academic Enrichment and Opportunity Fee will result in a cost neutral fee adjustment for students, 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).

Restrictions / Limitations

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

Proposed fee revenue distributions will be considered/approved annually by the Academic Enrichment and Opportunity Fee Committee at each member campus/institution electing to implement the fee, 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):

- 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

Annual estimated revenue to be collected:

\$751,704 at USF [Tampa]

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

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].

**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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**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
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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.	
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.	
In an effort to increase efficiency and reduce expenses, the Nautilus Card Office has streamlined processes with greater automation and has reduced staffing.	
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:	
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, 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.	
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.	

**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

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 <u>2011-12</u>	Estimated <u>2012-13</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 143,468	\$ 117,079
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ 143,468</u>	<u>\$ 117,079</u>
<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:	<u>\$ 267,991</u>	<u>\$ 377,991</u>
<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:	<u>\$ 294,380</u>	<u>\$ 395,145</u>
Ending Balance Available:	<u><u>\$ 117,079</u></u>	<u><u>\$ 99,925</u></u>

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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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 8, 2012**

SUBJECT: University Fees under Consideration

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board Regulation 7.003

BACKGROUND INFORMATION

Regulation 7.003 – Fees, Fines and Penalties, requires boards of trustees to notify the Board of any potential new fees that are being considered by the university.

Attached is a summary of fees that universities are discussing on their campuses. If a university decides to move forward in proposing a new fee or an increase to an existing fee for the Board to consider, those proposals will be due March, 2013. The Budget and Finance Committee will consider those proposals in June, with a recommendation going to the full Board during the next scheduled meeting.

Supporting Documentation Included: University fees under consideration

Facilitators/Presenters: Governor Perez

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State University System of Florida
New University Fees & Increases to Existing Fees that are under Consideration
As of October, 2012

Pursuant to Regulation 7.003(24) – Fees, Fines and Penalties, by the November board meeting universities are to notify the Board of new fees and increases to existing fees that are capped in statute that are under consideration. These will require review and approval by Boards of Trustees and the Board of Governors.

Official proposals will be submitted in March after a thorough university vetting process. Universities will formally present proposals to the Board of Governors at the June, 2013 meeting.

University	Fee	Amount	Description
New Fees			
FAMU	Green Fee	Up to \$1.00 per credit hour	The Student Green Fund will support energy efficiency and renewable energy at Florida A&M University through educational, structural, research, or service-learning projects to improve the sustainability and environmental literacy of the greater FAMU community (that is, the Tallahassee campus, satellite campuses, and other off-campus facilities). The initial plan would implement a \$.50 increase and would be re-evaluated by the Student Government Association every three years.
FSU	Green Fee	\$.50 per credit hour	
UCF	Educational Planning Fee	\$20.00 per semester	UCF is proposing a new Educational Planning Fee of \$20.00 per semester for all undergraduate students. This fee will support participation in a new multi-university and college effort in predictive analytics to guide individualized student course selections. Funds from the fee will also support the implementation of an enhanced advising system designed to keep students on track with their academic plan, thereby increasing retention rates and decreasing time-to-graduation rates.
FIU	Academic Enhancement	5% of tuition per credit hour	This fee will enhance the academic student support services to improve graduation and retention rates. These funds will allow the expansion of successful pilot programs in the areas of writing across the curriculum, quantifying biology in the classroom, expansion of math labs and other innovations that

			provide supplemental learning not covered by tuition. These programs are imperative for our students who are primarily Pell eligible, minority students who often have difficulty in these specific areas. We have seen improvements in our retention rates and student performance in these areas based on the pilot projects that were funded on a pilot basis by grants.
Increases to Existing Fees			
FAU	Orientation Fee	\$50	The current statutory cap for this fee is \$35.
FSU	Orientation Fee	\$50	The current statutory cap for this fee is \$35.
UCF	Orientation Fee	\$50	UCF is proposing a \$15 increase of the pre-existing orientation fee, currently capped at \$35. The additional funding will support student workers (orientation leaders, peer mentors, summer staffing), training, and operational expenses. The UCF Orientation Services office is supported exclusively by auxiliary funding.
FGCU	Orientation Fee	\$50	Requesting an increase in this fee from \$35 to \$50 effective Spring, 2014. The funds will be used in the development of new programs and enhancement of current programs.
USF	Orientation Fee	\$50	Undergraduate orientation fee request approval for an increase from \$35 to \$50 due to increased costs.
USF	Graduate Student Application Fee	\$55	Increase the graduate application fee from \$30 to \$55. There has been no increase in this fee for many years (SUS is one of the lowest in the country) and costs of processing have risen.
FIU	Graduate Student Application Fee	\$55	The statutory cap is currently \$30. The fee would offset the added costs of graduate application assessment. Undergraduate applications are handled centrally whereas graduate applications require the involvement of the department to which the applicant is applying. Graduate students are further evaluated to determine whether they have the qualifications for, and will be offered, graduate assistantships. Furthermore, international applications make up a larger portion of applications at the graduate level than at the undergraduate level. These applications require additional evaluation for compliance with Immigration and Customs Enforcement.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 8, 2012**

SUBJECT: 2013 Market Tuition Proposals

PROPOSED COMMITTEE ACTION

The Committee will consider university market tuition proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution and Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 – Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university’s continuing education unit when the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 35 market tuition programs. The Regulation requires each university approved to offer market tuition rates for select programs to submit an annual status report. An update on those programs currently authorized is included in this packet.

Four universities have submitted a total of 15 market tuition programs for consideration.

1. University of Central Florida
 - a. Master of Science in Engineering Management
2. Florida International University
 - a. Executive Master of Science in Public Administration
 - b. Master of Science in Hospitality and Tourism Management
 - c. Master of Science in International Real Estate
 - d. Master of Science Management Information Systems
 - e. Professional Master of Science in Counseling Psychology

3. University of Florida
 - a. Master of Arts in Art Education
 - b. Master of Arts in Mass Communication with Specialization in Social Media and Web Design/Online Communications
 - c. Master of Science of Architecture
 - d. Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics
 - e. Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical Pharmacy
4. University of South Florida
 - a. Graduate Certificate in Business Foundations
 - b. Master of Arts in Global Sustainability
 - c. Masters in Business Administration with a Concentration in Sport and Entertainment Management
 - d. Master of Education in Curriculum and Instruction with a Concentration in Secondary Education

Supporting Documentation Included:

1. Market Tuition Proposals Approved YTD
2. Update on Previously Approved Market Tuition Programs
3. Excerpt of Regulation 7.001 on Market Tuition
4. University 2013 Market Tuition Proposals

Facilitators/Presenters: Governor Perez
University Representatives

Florida Board of Governors
Market Tuition Proposals Approved
(Date Approved by the Board)

- A. Florida International University
 - 1. Master of International Business (03/2011)
 - 2. Master in Global Governance (03/2011)
 - 3. Master of Accounting Program (03/2011)
 - 4. Master of Business Administration (03/2011)
 - 5. Master of Science in Construction Management (11/2011)
 - 6. Masters in Mass Communication – Global Strategic Management (11/2011)
 - 7. Master of Science in Engineering Management (11/2011)
 - 8. Master of Science in Finance (11/2011)
 - 9. Executive Masters in Taxation (11/2011)
- B. Florida State University
 - 1. Master of Social Work (03/2011)
 - 2. Master in Library & Information Studies (03/2011)
 - 3. Master in Mgmt with major in Risk Mgmt & Insurance (03/2011)
 - 4. Master in Mgmt Information Systems (03/2011)
 - 5. Master in Business Administration (03/2011)
 - 6. Master in Criminal Justice (11/2011)
 - 7. Master of Science in Instructional Systems (11/2011)
 - 8. Graduate Certificate in Project Management (11/2011)
 - 9. School of Communication Science and Disorders' Bridge Certificate Program (11/2011)
- C. University of Central Florida
 - 1. Professional Master of Science in Mgmt Degree Program (03/2011)
 - 2. Master in Business Administration (03/2011)
 - 3. Professional Master of Science in Real Estate Degree Program (03/2011)
 - 4. Professional Master of Science in Health Care Informatics (11/2011)
- D. University of Florida
 - 1. Master in Outreach Engineering Program (03/2011)
 - 2. Master in Business Administration (03/2011)
 - 3. Master in Pharmaceutical Sciences (03/2011)
 - 4. Pharmaceutical Sciences Clinical Doctorate (03/2011)
 - 5. Doctor of Audiology (03/2011)
 - 6. Master of Arts in Mass Communication (11/2011)
 - 7. Master of Arts in Urban and Regional Planning (11/2011)
 - 8. Master of Science in Soil and Water Science (11/2011)
- E. University of South Florida
 - 1. Professional Master of Science in Electrical Engineering (11/2011)
 - 2. Master of Science in Entrepreneurship (11/2011)
 - 3. Master of Science in Management Information Systems (11/2011)
 - 4. Master of Science in Nurse Anesthesia (11/2011)
 - 5. Master of Public Administration (11/2011)

Market Tuition Annual Report Summary Comments

Background

Board Regulation 7.001(15) authorizes a university board of trustees to submit a proposal for market tuition for graduate-level courses offered online or courses offered through the university's continuing education unit. To determine the success of the program, the Board has established a pilot program that limits the number of approved programs to no more than five per academic year. After three years, the Board will determine the success of the program and if any recommendations should be made on changing the market tuition program.

The Board has authorized 35 programs to charge market tuition. Each university is required to submit an annual update on the status of the authorized programs. According to the first annual reports submitted by FSU, UF, FIU, UCF and USF, many of the programs are in the early stages of implementation, so it is difficult to determine any trends at this point, though the following provides some overall observations.

Observations

- Some programs appear to have had a decline in state-funded enrollments while increasing market tuition enrollments, while others have shown increases in both state-funded enrollments and market tuition enrollments.
- FIU has eliminated state supported programs in the Master of Accounting, Master of Science in Finance, and Masters in International Business programs and gone strictly to market tuition programs. The Masters in Business Administration has seen a decrease of approximately 60 percent in state supported enrollments.
- An exception was granted by the Board to approve market tuition for the Master of Science in Nurse Anesthesia, which is identified as a critical workforce need. USF proposed that there would be an increase in enrollments if this program was approved. USF indicates that enrollments have increased by a cohort of 30 students, thus helping to meet this critical workforce need.
- Several market tuition programs will see no change in tuition rates for the upcoming year. (Board regulation limits increases to no more than 15 percent.)
- To respond to market conditions, one program (Master in Mgmt with a major in Risk Mgmt & Insurance at FSU) will see a decrease in the market tuition rate.
- Some programs reported revenues/cost data to indicate if the program had met the goal of increasing revenue. Since this information is useful in evaluating the success of the pilot, it is suggested that all programs be asked to report revenues over cost in future reports.

Florida International University
Annual Status Report on Market Rate Tuition Programs
October 2012

UNIVERSITY: Florida International University		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 8	Proposal 9
1	Degree Program and CIP Code	Master of International Business (3 cohorts are offered with varying tuition.)	Master in Global Governance	Master of Accounting (2 cohorts are offered with varying tuition.)	Master of Business Administration (8 cohorts are offered with varying tuition.)	Master of Science in Construction Management (5 cohorts are offered with varying tuition.)	Masters in Mass Communication – Global Strategic Communication Management	Master of Science in Engineering Management (3 cohorts are offered with varying tuition)	Master of Science in Finance	Executive Masters in Taxation
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2012	March, 2012	March, 2012	March, 2012	March, 2012
3	Tuition prior to market tuition rate approval.	\$15,000 - \$32,091	\$0	\$18,000 - \$27,242	\$21,000 - \$58,000	\$14,000 - \$21,000	NA	\$18,000 - \$35,000	\$29,398 - \$32,998	NA
4	Current tuition (11-12).	\$18,000 - \$32,998	\$32,000	\$27,249 R; \$30,249 N	\$21,000 - \$63,000	\$14,000 - \$21,000	NA	\$16,500 - \$35,000 (3)	\$29,398 R - \$32,998 NR	NA
5	Changes in tuition planned for the coming year (12-13).	\$20,000 - \$33,600 (up to 15% from current tuition depending on program location and residency status)	\$32,000	\$28,000 R; \$31,000 NR	\$21,000 - \$69,000 (up to 15% from current tuition depending on program location and residency status)	\$14,000 - \$21,000 (tuition varies on program location and residency status)	NA	\$18,000 - \$35,000 (up to 15% from current tuition depending on program location and residency status)	\$30,000 R - \$33,600 NR	NA
6	Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):									
7	Resident	63	0	105	423	33	0	13	67	0
8	Non-Resident	86	0	6	91	14	0	19	43	0
9	Total	149	0	111	514	47	0	32	110	0
10	Student enrollment in similar state funded programs									
11	Resident	0	0	0	170	15	0	20	0	0
12	Non-Resident	0	0	0	48	6	0	8	0	0
13	Total	0	0	0	218	21	0	28	0	0
14	Student Enrollment in market tuition cohort(s)									
15	Resident	68	26	111	605	11	0	20	72	0
16	Non-Resident	85	0	1	706	17	0	24	29	0
17	Total	153	26	112	1311	28	0	44	101	0
18	In a separate document, using the metrics in the initial	See attached.	See attached.	See Attached.	See Attached.	(1)	(2)	(1)	(1)	(2)

Notes:

- (1) The cohorts for these programs began as market programs in Fall 2012 and have not yet been implemented long enough to obtain comparative metrics used to evaluate the success of the program (student satisfaction and increased enrollments). The programs do show increased enrollments from previous years at normal tuition rates, which reinforces the demand and appropriate price point for these programs at market rate. Construction Management did see an enrollment decline from previous year which may be a result of the economic conditions. We will have comparative data for these programs after Spring 14.
- (2) Implementation to market rate tuition postponed due to . Implementation date unknown at this time.
- (3) Upon initial implementation, continued 2nd year of existing cohort in program at pre-market tuition rate so existing students were not impacted.

State University System
Annual Status Report on Market Rate Programs
FY 2011-12
Florida International University

Master of International Business

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Program enrollment increased from 149 to 153.
- 2) Student Satisfaction

Course evaluations were used to measure the students' satisfaction with the overall quality of instruction. A weighted average was computed based on number of respondents in each section per course offering. An overall course evaluation above 4.0 on a 5.0 scale is determined as acceptable.

For 2011-12, this weighted average score was 4.02. For 2010-11, the score was 4.16. The Faculty Director of the MIB program will review the individual course evaluations and work with faculty to improve courses where individual course evaluation fell below 4.0.

An exit survey given to all students who graduated in 2011-12 was used to measure (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program. An overall teaching effectiveness evaluation above 5.0 on a 7.0 scale is acceptable. For quality of instructors' teaching effectiveness, the score was 5.19 in 2011-12. This was an improvement over the 2010-11 score of 4.62. The overall satisfaction with the program also improved to 5.74 over the 2010-11 score of 4.96.

Course evaluations and exit surveys results met the goal established. Although the goal was met, the College of Business is committed to continuous improvement in its programs. The Faculty director meets with program faculty at least twice a year to review survey results and to make any needed improvements.

Master in Global Governance

Criteria: Success will be measured by meeting the cohort requirements along with student satisfaction surveys. Retention and graduation rates currently are accountability measures for all programs. A survey will be used to measure student satisfaction.

- 1) Program started in August 2011 with an enrollment of 26 students. Program is 2 years long.
- 2) Survey will be administered at the end of summer 2013 to measure student satisfaction.

Master of Accounting

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Student enrollment increased slightly from 111 to 112.
- 2) Student satisfaction

Course evaluations were used to measure the students' satisfaction with the overall quality of instruction. A weighted average was computed based on number of respondents in each section per course offering. An overall course evaluation above 4.0 on a 5.0 scale is determined as acceptable.

For 2011-12, the weighted average score was 4.47. For 2010-11, the score was 4.03. The Faculty Director of the MACC program will review the individual course evaluations and work with faculty to improve courses where individual course evaluation fell below 4.0.

An exit survey given to all students who graduated in 2011-12 was used to measure (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program. An overall teaching effectiveness evaluation above 5.0 on a 7.0 scale is acceptable. Insufficient responses were received to report on quality of instructors' teaching effectiveness. The overall satisfaction with the program was only 4.33. The goal of having a score of 5.0 was not met.

In response to the assessment, the MACC has been restructured to match the core competencies required by the American Institute of Certified Public Accountants. The changes will be implemented Fall 2012.

Master of Business Administration

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Student enrollment for all MBA programs increased to 1,335. The largest increase came from the online MBA program.
- 2) Student satisfaction

Course evaluations were used to measure the students' satisfaction with the overall quality of instruction. A weighted average was computed based on number of respondents in each section per course offering. An overall course evaluation above 4.0 on a 5.0 scale is determined as acceptable.

For 2011-12, all MBA programs, except for one, had a weighted average score above 4.0 and had an overall score of 4.2.

Faculty directors will review the individual course evaluations and work with faculty to improve courses where individual course evaluation fell below 4.0. The low score for the one program is attributable to one professor who has now been replaced.

An exit survey given to all students who graduated in 2011-12 was used to measure (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program. An overall teaching effectiveness evaluation above 5.0 on a 7.0 scale or 8.0 if a 10.0 scale is used.

All MBA programs, measured on a 7.0 scale, scored above 5.0 on quality of instructors' teaching effectiveness and had an overall score of 5.4. Two programs measured on a 10 scale did not meet the goal of scoring at least 8.0.

The exit survey results show that the students in the majority of the MBA programs are very satisfied with the quality of instruction and are very satisfied overall with the program. Two of the MBA programs did not meet expectations. No new students were admitted into one program in 2011-12 so that the program could be redesigned. Additional attention is being paid to the other program to address the issues that resulted in student satisfaction scores below the standard.

Florida State University
Annual Status Report on Market Rate Tuition Programs
October 2012

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: Florida State University		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program and CIP Code	Master in Library & Information Studies	Master of Social Work	Master in Mgmt with major in Risk Mgmt & Insurance	Master in Management Information Systems	Master in Business Administration
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011
3	Tuition prior to market tuition rate approval.**	\$453	\$485	\$485	\$603	\$603
4	Current tuition.**	\$515	\$625	\$700	\$700	\$700
5	Changes in tuition planned for the coming year.	increased to \$530	none	lowered to \$550	none	none
6	Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):^^					
7	Resident	483	375	24	36	236
8	Non-Resident	85	47	18	12	91
9	Total	568	422	42	48	327
	Total student enrollment after implementing market tuition (Headcount):^^					
	Resident	338	457	14	27	215
	Non-Resident	71	59	26	16	103
	Total	409	516	40	43	318
10	Student enrollment in similar state funded programs after implementing market tuition (Headcount):^^					
11	Resident	338	457	9	21	185
12	Non-Resident	46	43	10	8	70
13	Total	384	500	19	29	255
14	Student Enrollment in market tuition cohort(s) (Headcount):					
15	Resident	0	0	5	6	30
16	Non-Resident	25	16	16	8	33
17	Total	25	16	21	14	63
18	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.	See attached.	See Attached.	See Attached.	See Attached.	See Attached.

** Rates are on a per credit hour basis.

^^ No readily available data to separate into resident and nonresident for the three College of Business departments' fundable headcounts.

Market Tuition started in Summer 2012

LIS tuition previously in department 138004/320

Social Work tuition previously in department 160020/320

Market-rate Program in Library and Information Studies

Program Goal Assessment

1. **Increase the number of non-resident students from 40 (the enrollment in Fall 2010) to 120 within two years.**

As stated in our proposal, the goal of our market rate program in Library and Information Studies was to grow the enrollment in the program to a total of 120 total students after 2 years. With 50 new students enrolled after 4 semesters (start of the second year) we are currently on track to meet this goal. We have been intentionally limiting enrollment so as to grow the program slowly. While we admit students every semester they join the program in all three semester. As a result we hope to reach 60 admitted new students to the program by the start of the summer semester. That level of enrollment is required to meet and maintain our target of 120 students enrolled in the market rate program each year.

While we have not yet conducted a formal survey, our informal discussions with students as we talk with students during the admission and enrollment process reveals that they are extremely grateful for this opportunity. We plan to conduct a formal survey this coming spring.

Strategically the program is doing exactly what we hoped it would do. It is attracting a number of high quality out-of-state students to our program. They bring with them their professional experiences and practices from a diverse range of geographic regions and settings. Their experiences complement the experiences of those students who are working in similar settings in Florida.

We have been able to cover all the cost of offering the program from the market rate fees collected, and will get access to any remaining funds (which we estimate to be about 8% of the funds collected after all costs have been accounted for) sometime this fall.

2. **Maintain our ALA accreditation.** The program re-accreditation process will begin later this academic year.

The program re-accreditation review is scheduled for this year.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: August 29, 2012

TO: Ms. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – MBA Program

The MBA market rate program began in Summer 2012. According to the proposal approved for the MBA market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2011: 33 students enrolled	Summer 2012: 32 students enrolled	Fall 2011: 55 students enrolled	Fall 2012: 54 students enrolled
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The data indicates that student enrollment has decreased by one per semester.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2011: average GMAT score 525	Summer 2012: average GMAT score 575	Fall 2011: average GMAT score 527	Fall 2012: average GMAT score 578
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The data indicates that the average GMAT score has increased significantly.

The program has not been in place long enough to recruit any faculty (the third metric) and the student satisfaction assessment (the fourth metric) has not been conducted yet because that is done at the end of the program.



Memorandum

DATE: August 29, 2012

TO: Ms. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – MIS Program

The MIS market rate program began in Summer 2012. According to the proposal approved for the MBA market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2011: 10 students enrolled	Summer 2012: 6 students enrolled	Fall 2011: 11 students enrolled	Fall 2012: 9 students enrolled
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The data indicates that student enrollment has decreased by two-to-four students per semester.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2011: average GMAT score 528	Summer 2012: average GMAT score 620	Fall 2011: average GMAT score 480	Fall 2012: average GMAT score 550
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The data indicates that the average GMAT score has increased significantly.

The program has not been in place long enough to recruit any faculty (the third metric) and the student satisfaction assessment (the fourth metric) has not been conducted yet because that is done at the end of the program.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: August 29, 2012

TO: Ms. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – RMI Program

The RMI market rate program began in Summer 2012. According to the proposal approved for the RMI market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2011: 21 students enrolled	Summer 2012: 22 students enrolled	Fall 2011: 1 student enrolled	Fall 2012: 1 student enrolled
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The data indicates that student enrollment has not decreased.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2011: average GMAT score 531	Summer 2012: average GMAT score 532	Fall 2011: 1 average GMAT score 590	Fall 2012: average GMAT score 530
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The data indicates that the average GMAT score (where an average is a reasonable calculation) has increased.

The program has not been in place long enough to recruit any faculty (the third metric) and the student satisfaction assessment (the fourth metric) has not been conducted yet because that is done at the end of the program.

Rovetta Business Annex, Room 314, 821 Academic Way, P.O. Box 3061110, Tallahassee, FL 32306-1110
850.644.3090 850.644.0915 fax www.cob.fsu.edu

2012 Annual Report

FSU MSW Market Tuition Program

The market tuition MSW program for the FSU College of Social Work was approved in March 2011. The college admitted 16 students to this program in Fall 2011. An additional 16 market tuition students were admitted in Fall 2012. This report will speak to the accountability measures that were submitted with the program proposal.

Accountability Measure 1: Increase enrollment of out-of state students by 100%

The non-resident headcount, prior to when market tuition was approved, was twenty-eight (28). The current headcount for the market tuition program is thirty-two (32). This headcount falls short of the goal to increase the enrollment of out-of-state residents eligible for the market tuition program by 100%.

Active recruiting has been established and funds from the market tuition program will be used to fund advertising for the program in Spring 2013. The college most likely will not meet the goal of a 100% increase in enrollment by the end of the FTE year. It is believed that this enrollment target will be more realistic after the latest marketing efforts are put into place.

Accountability Measure 2: Develop 3 new courses for online delivery

The College developed and implemented three new courses that were offered in Spring 2012, Summer 2012, and Fall 2012 respectively. The first two

courses SOW5646, Gerontological Social Work and SOW5648, Physiological Aspects of Aging are components of the Certificate in Gerontology offered by the College. The third course, SOW5656, Child Welfare Practice has made it possible for students to complete the Child Welfare Practice Certificate online. These two certificates were not available to online students, including fundable Florida residents, prior to this time.

Accountability Measure 3: Add two faculty lines

The college has not generated enough revenue to achieve this accountability measure. It is hoped that revenue generated from the market tuition program will make this a reality as the enrollments grow and the program reaches capacity.

Accountability Measure 4: Add 1 student services positions to facilitate recruiting, advising, job placement, and academic skills development for in-state and out-of-state student in online and campus-based programs.

The College is in the process of developing the position description for this job. This position will be hired in Spring of 2013. Market tuition is currently partially supporting two positions that advise and recruit students in both the market tuition program as well as the program for Florida fundable students. The addition of the new position in the spring will meet the parameters of this accountability measure.

University of Central Florida
Annual Status Report on Market Rate Tuition Programs
October 2012

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: University of Central Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4
1	Degree Program and CIP Code	Executive and Professional Master in Business Administration Degree Programs (EMBA/PMBA) CIP Code: 52.0101	Professional Master of Science in Management Degree Program CIP Code: 52.0101	Professional Master of Science in Real Estate Degree Program CIP Code: 52.1501	Master of Science in Health Care Informatics Degree Program (Online Program) CIP Code: 51.0706
2	Date the program was approved to charge market tuition.	March 2011	March 2011	March 2011	November, 2011
3	Tuition prior to market tuition rate approval.	\$44,000 / \$35,000	\$24,500	\$29,500	\$29,466
4	Current tuition (Fall 2012).	\$47,000 / \$39,000	\$27,000	\$29,500	\$29,989
5	Changes in tuition planned for the coming year (as of Fall 2013).	Incr. to \$50,000 / \$41,000	No changes planned	No changes planned	Incr. of \$523 to \$29989
6	Student enrollment in similar state funded programs prior to implementing market tuition (Headcount): Fall 2010				
7	Resident	363	28	24	99 total students across cohorts 2 & 3**
8	Non-Resident	19	0	0	0
9	Total	382	28	24	99 total students across cohorts 2 & 3**
10	Student enrollment in similar state funded programs after implementing market tuition (Headcount): Fall 2012				
11	Resident	393	28	24	45 students in 2nd cohort**
12	Non-Resident	32	0	0	0
13	Total	425	28	24	45 students in 2nd cohort**
14	Student Enrollment in market tuition cohort(s) (Headcount): Fall 2012				
15	Resident	150	30	0*	53 students in 3rd cohort, 52 in the 4th cohort**
16	Non-Resident	0	0	0	1 student
17	Total	150	30	0*	106 students across all cohorts
18	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.	See attached.	See attached.	See attached.	See attached.

*New cohort has been delayed until Fall 2013 due to adverse real estate conditions. Expected enrollment in Fall 2013 is 26 resident students.

**In Fall 2010 there were two cohorts. One (the third cohort) was approved to become a market tuition rate program. The other (the second cohort) was not.

**University of Central Florida
State University System
Annual Status Report on Market Tuition
September 27, 2012**

Proposal 1: Executive and Professional Master in Business Administration Degree Programs (EMBA and PMBA)
CIP Code: 52.0101

Accountability Measures

Number of cohort EMBA and PMBA degree programs offered

Year Started	EMBA	PMBA
2012	1	2
2011*	1	2
2010	1	1
2009	1	2

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	EMBA	PMBA
Fall 2012	37	113
Fall 2011*	36	83
Fall 2010	46	85
Fall 2009	47	79

*Market tuition rate implemented in Fall 2011.

Compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Association to Advance Collegiate Schools of Business (AACSB) standards for accreditation:

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	EMBA	PMBA
Fall 2011, Spring 2012, Summer 2012*	654	1,818
Fall 2010, Spring 2011, Summer 2011	825	1,582
Fall 2009, Spring 2010, Summer 2010	912	1,521

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2011-12	\$2,590,063	\$1,068,080
2010-11*	2,178,080	1,454,363
2009-10	2,339,146	1,569,971

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

EMBA 2012 exit survey: Overall satisfaction with degree program 8.1 of 10

EMBA 2010 exit survey: Overall satisfaction with degree program 8.9 of 10

PMBA 2012 exit survey: Overall satisfaction with degree program 7.8 of 10

PMBA 2010 exit survey: Overall satisfaction with degree program 7.9 of 10

Note: Surveys conducted by Perception Research (EMBA Council)

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF’s degree programs. Since 2009, the following major central Florida employers have sponsored multiple employees to the EMBA and PMBA degree programs: Lockheed Martin, Walt Disney World, Harris Corporation, Pershing, LLC, Oracle, Siemens, and ABB, Inc. Others employment partners include Darden, Florida Hospital, and Progress Energy.

Number of degrees conferred

Term	EMBA	PMBA
Fall 2011, Spring 2012, Summer 2012*	16	29
Fall 2010, Spring 2011, Summer 2011	22	50
Fall 2009, Spring 2010, Summer 2010	24	21

*Market tuition rate implemented in Fall 2011.

Summary

An inspection of our performance on the above eight accountability measures shows that achievements since the programs began charging market tuition rate are similar to those outcomes prior to the initiation of market tuition rate. Implementation of market tuition rate degree programs has gone well, although there is only one year of evaluation data for comparison. The competitive climate for the EMBA degree program, in particular, is intense. The College of Business Administration plans to maintain the same number of degree programs that they have had in the past few years, but increase enrollments in the existing sections.

Proposal 2: Professional Master of Science in Management Degree Program (PMSM)

CIP Code: 52.0101

Accountability Measures

Number of PMSM degree programs offered

Year Started	PMSM
2012	1
2011*	0
2010	1
2009	0

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	PMSM
Fall 2012	30
Fall 2011*	0
Fall 2010	28
Fall 2009	20

*Market tuition rate implemented in Fall 2011.

Compliance with SACSCOC and AACSB standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	PMSM
Fall 2011, Spring 2012, Summer 2012*	186
Fall 2010, Spring 2011, Summer 2011	636
Fall 2009, Spring 2010, Summer 2010	306

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2011-12	\$271,874	\$103,583
2010-11*	476,436	310,980
2009-10	264,548	251,120

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

An external measure of student satisfaction for the PMSM degree program is in the process of being developed and will be available for use with the 2012 cohort.

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF's degree programs. The 2012 PMSM degree cohort is now being delivered. The following major central Florida employers have sponsored multiple employees to the PMSM degree program: Darden, Walt Disney World, Target, and Wyndham Vacation Hotels.

Number of degrees conferred

Term	PMSM
Fall 2011, Spring 2012, Summer 2012*	0**
Fall 2010, Spring 2011, Summer 2011	26
Fall 2009, Spring 2010, Summer 2010	20

* Market tuition rate implemented in Fall 2011.

**Represents break in cohort enrollment.

Summary:

UCF graduated students from two PMSM degree programs and recently started a new cohort in Fall 2012. Enrollments for the Fall 2012 degree program were robust. Implementation of market tuition rate programs has gone well. The number of students in the new cohort suggests that the tuition increase has not affected enrollment in the PMSM degree. Action will be taken to sustain enrollment at approximately 30 students, which was the level of the Fall 2012 cohort.

Proposal 3: Professional Master of Science in Real Estate Degree Program (PMRE)

CIP Code: 52.1501

Accountability Measures

Number of PMRE degree programs offered

Year Started	PMRE
2012	0**
2011*	0
2010	1
2009	0

* Market tuition rate implemented in Fall 2011.

**No students currently enrolled. (See below for discussion of delay in cohort.)

Number of students enrolled

Term	PMRE
Fall 2012	0**
Fall 2011*	20
Fall 2010	25
Fall 2009	0

* Market tuition rate implemented in Fall 2011.

**Next cohort will begin in Fall 2013.

Compliance with SACSCOC and AACSB standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	PMRE
Fall 2011, Spring 2012, Summer 2012*	120
Fall 2010, Spring 2011, Summer 2011	570
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2011-12	\$210,627	\$ 70,711
2010-11*	355,244	259,426
2009-10	21,100**	68,264**

* Market tuition rate implemented in Fall 2011.

**Program began in June 2010; revenues lag expenses.

Student satisfaction with the degree program

An external measure of student satisfaction for the PMSM degree program will be developed and available for use with the Fall 2013 cohort.

Employer satisfaction with the degree program

We have experience with only two cohorts, thus we do not yet have information on referrals and repeat business from firms.

Number of degrees conferred

Term	PMRE
Fall 2011, Spring 2012, Summer 2012*	21
Fall 2010, Spring 2011, Summer 2011	0
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

Summary

Implementation of market tuition rate programs has gone well. Students have graduated from two PMRE cohorts; the most recent graduated in Fall 2011. A new cohort will begin in Fall 2013. We originally planned to start the cohort in January 2013, but we believe a delay until the fall is prudent given the challenging real estate market in central Florida. Tuition for the Fall 2013 degree program will be the same as it was for the Fall 2011 cohort. Actions will be taken to increase enrollments in the cohort that begins in Fall 2013.

Proposal 4: Master of Science in Health Care Informatics Degree Program (HCI) (Online Program)
CIP Code: 51.0706

Accountability Measures

Year started and number of cohorts

Semester Started	Cohorts
Cohort 4 – Fall 2012	3
Cohort 3 – Fall 2011*	2
Cohort 2 – Fall 2010	1
Cohort 1 – Fall 2009	1

*Market tuition rate implemented in Spring 2012.

Note: the cohort beginning in Fall 2011 ran one semester as “cost recovery” and then converted to market tuition rate in January of 2012.

Headcount at program inception

Semester Started	Headcount
Cohort 4 – Fall 2012	53
Cohort 3 – Fall 2011*	54
Cohort 2 – Fall 2010	45
Cohort 1 – Fall 2009	26

*Market tuition rate implemented in Spring 2012. Headcount for each cohort is based on the number of students enrolled in classes during the first term of the cohort. Program attrition is not computed into these data.

Students graduating from program by original cohort

Semester Started	Number of Graduates
Cohort 4 – Fall 2012	Not yet available
Cohort 3 – Fall 2011*	32
Cohort 2 – Fall 2010	15
Cohort 1 – Fall 2009	0

*Market tuition rate implemented in Spring 2012. Fall 2012 numbers are not yet available.

Compliance with SACS standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACS standards.

Faculty: Faculty credentials are consistent with SACS standards.

Percent of full-time faculty teaching program section offerings

Semester Started	Percent of Sections	Percent of SCHs
Cohort 4 – Fall 2012	66.7% *	68.6% *
Cohort 3 – Fall 2011*	80.0%	79.8%
Cohort 2 – Fall 2010	81.8%	85.7%
Cohort 1 – Fall 2009	88.9%	90.0%

*Market tuition rate implemented in Spring 2012. Cohorts three and four are in progress. Further, cohort four is in its first semester. The only course that is taught by an adjunct in this program is one that is scheduled in the first semester, and it is a specialized class taught by an adjunct.

Student credit hours per cohort

Cohort	Cohort Duration	Total SCH Generated
Cohort 4 – Fall 2012	F12,S13,U12,F13,S14	420*
Cohort 3 – Fall 2011*	F11, S12,U12,F12,S13	1,640*
Cohort 2 – Fall 2010	F10,S11,U11,F11,S12	949
Cohort 1 – Fall 2009	F09,S10,U10,F10,S11	717

*Market tuition rate implemented in Spring 2012. Cohort three began as a cost recovery program and then converted to a market tuition rate program in Spring 2012. Thus, two entries are made for cohort three. The first entry includes the SCHs earned after the conversion, and the second entry includes only the fall semester before the program became a market tuition rate program. Please note that cohorts three and four are still in process. These programs are on-going.

Program revenues relative to program costs

Cohort	Revenues	Expenses
Cohort 4 – Fall 2012	\$308,133.84	\$ 85,878.94
Cohort 3 – Fall 2011*	874,778.43	379,944.48
Cohort 2 – Fall 2010	630,802.01	481,070.41
Cohort 1 – Fall 2009	346,098.87	291,674.47

*Market tuition rate implemented in Spring 2012. Cohorts three and four are ongoing and still accumulating revenue and incurring expenses. Data are current to September 4, 2012.

Student Satisfaction

After the conclusion of each cohort, the program surveys all graduating participants and inquires about their satisfaction with the overall program. The first two surveys yielded a response rate of more than 80 percent. While we do not have results from cohort three (they do not graduate until May 2013), the results for the previous two cohorts indicate that 88.9 percent of the students were either *satisfied* or *very satisfied* and 11.1 percent were neither *satisfied* nor *dissatisfied* with their overall education received from the M.S. in health care informatics.

Employer Satisfaction

After the conclusion of each cohort, an electronic survey is sent to the supervisor at each graduate's current place of employment inquiring how satisfied they are with the HCI alumnus they either hired or they continued to employ.

While data are not available for cohort three, data from the first two cohorts indicate that overall 100 percent of employers feel that the HCI graduates had the requisite knowledge to do their job. Further, 87.5 percent said they would hire an HCI graduate in the future, and the same percent stated that they were satisfied with the educational preparedness of their employee upon completion of the HCI degree program.

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University of Florida
Annual Status Report on Market Rate Tuition Programs
October 2012

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY of FLORIDA	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 8
Degree Program and CIP Code	Master of Business Administration CIP 52.0201 (6 cohorts are offered with varying tuition- See Attachment 1)	Master of Science in Industrial & Systems Engineering(OEM) CIP 14.270	Working Professional Doctor of Audiology Program* CIP 51.0202	Master of Science in Soil and Water Science - Environmental Science Track** CIP 01.1201	Working Professional Doctor of Pharmacy ## CIP 51.2001	Master of Science in Pharmacy CIP 51.2009 (See Attachment 7 for 3 different specializations)	Master of Arts in Mass Communication CIP 09.0102	Master of Arts in Urban and Regional Planning CIP 04.0301
Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	November, 2011	March, 2011	March, 2011	November, 2011	November, 2011
Tuition prior to market tuition rate approval.		\$27,520	\$13,950.00*	\$16,226.70	\$472-\$630/credit hour		New Program	\$23,233^
Current tuition.		\$29,920	\$13,950.00*	\$14,610.60 (30 SCH)	\$472-\$630/credit hour		\$28,050.00	\$44,878
Changes in tuition planned for the coming year.		TBD-increase doubtful	No changes proposed.	No proposed changes	5% increase in Fall, 2013		No changes proposed.	No changes proposed.
Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):								
Resident		2	N/A	17	N/A		47	N/A
Non-Resident		4	N/A	7	N/A		59	N/A
Total		6	N/A	24	N/A		106	N/A
Student enrollment in similar state funded programs after implementing market tuition (Headcount):								
Resident		0	N/A	16	N/A		47	N/A
Non-Resident		1	N/A	6	N/A		65	N/A
Total		1	N/A	22	N/A		112	N/A
Student Enrollment in market tuition cohort(s) (Headcount):								
Resident		42	2	29			17	7
Non-Resident		15	103	21			23	7
Total		57	105	50	409##		40	14
In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.	See Attachment 2	See Attachment 3	See Attachment 4	See Attachment 5	See Attachment 6	See Attachments 8-10	See Attachment 11	New Program No metrics to report at this time.

* Proposal 3 -Doctor of Audiology Tuition has not changed with approval of market rate tuition. The tuition reported on last year's report included student fees. Current fees per credit hour are \$35.64 (Current tuition+student fees = \$15,553.80 for a 45 credit hour program.

**Proposal 4 - Master of Science in Soil and Water Sciences - Effective Fall 2012, the degree requirements changed from 35 credit hours to 30 credit hours for the non-thesis program to align with the other self-funded programs in IFAS/EDGE. Students in the 35 credit hour program were offered the opportunity to switch in the 30 credit hour, however not all student were able to switch.

Proposal 5 - The WPPD program charges a flat rate tuition, therefore no breakdown of resident or non-resident enrollment is included for those columns.

^ Proposal 8 -Current tuition rate is the cost for in-resident program. The first offering of the online option will be at the proposed market rate. The program began in Fall 2012.

N/A-- Several of the programs have this indicated as no similar state funded programs exist.

**State University System
Annual Status Report on Market Tuition**

University of Florida	Proposal 1					
	Master of Business Administration (6 cohorts are offered with varying tuition.)					
	Executive MBA	Professional Two Year MBA	Professional One Year MBA	Internet Two Year MBA	Internet One Year MBA	South Florida MBA
Degree Program and CIP Code	CIP 52.0201 Master of Business Administration (6 cohorts are offered with varying tuition.)	CIP 52.0201 Master of Business Administration (6 cohorts are offered with varying tuition.)	CIP 52.0201 Master of Business Administration (6 cohorts are offered with varying tuition.)	CIP 52.0201 Master of Business Administration (6 cohorts are offered with varying tuition.)	CIP 52.0201 Master of Business Administration (6 cohorts are offered with varying tuition.)	CIP 52.0201 Master of Business Administration (6 cohorts are offered with varying tuition.)
Date the program was approved to charge market tuition.	March, 2011					
Tuition prior to market tuition rate approval.	\$46,000	\$41,400	\$32,200	\$47,150	\$41,400	\$55,200
Current tuition.*	\$51,000	\$43,500	\$36,000	\$52,500	\$46,000	\$61,500
Changes in tuition planned for the coming year.	No changes proposed.					
Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):						
Resident	41	41	41	41	41	41
Non-Resident	30	30	30	30	30	30
Total	71	71	71	71	71	71
Student enrollment in similar state funded programs after implementing market tuition (Headcount):						
Resident	52	52	52	52	52	52
Non-Resident	34	34	34	34	34	34
Total	86	86	86	86	86	86
Student Enrollment in market tuition cohort(s) (Headcount):						
Resident	33	94	59	47	38	37
Non-Resident	2	4	5	46	47	0
Total	35	98	64	93	85	37
In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.	See Attachment 2					

* Tuition only. Does not include per credit hours fees for capital improvement (\$6.76), student financial aid (\$22.43), technology (\$6.45) and athletics (\$1.90).

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MBA Program hinges on our ability to deliver an outstanding MBA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MBA seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 35 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.

Assessment: The UF MBA Program brought in (9) market rate professional cohorts in 2012. Enrollment in each of these cohorts was at or above 35 students.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MBA Program. Each working professional MBA cohort will have a minimum mean professional work experience of 4 years and satisfactory GMAT/GRE scores and GPAs.

Assessment: The UF MBA Program brought in (9) market rate professional MBA cohorts in 2012. Mean work experience in each of these cohorts exceeded 4 years. All (9) cohorts had satisfactory mean GMAT scores above 575 and mean

GPA's above 3.1.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize Warrington College of Business Administration professors in our working professional MBA program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Assessment: Students were given an opportunity to complete teaching evaluations for each market rate professional MBA course. Average overall scores exceeded 4.0 on a 5.0 scale.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MBA's working professional program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MBA experience of the highest quality in all areas. The UF MBA Program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Assessment: The UF MBA Program brought in (9) market rate professional MBA cohorts in 2012. Exit interview data is not yet available for any of these groups. The UF MBA Program will monitor student satisfaction and continue to improve and innovate within these cohorts, utilizing both formal and informal student feedback, as it becomes available. Exit interview data will be available on the following timeline:

- Summer 2013: two cohorts
- Spring 2014: one cohort
- Summer 2014: two cohorts
- Fall 2014: one cohort
- Spring 2015: three cohorts

Accountability Measures: Results Assessment

The success of the UF OEM Program relies on our ability to deliver an outstanding Master's level educational experience to all students. In assessing success within the OEM program, the following measures have been established.

- **Student Enrollment.** Program pricing for OEM program offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top engineering Master's degree seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 30 top quality students is an indicator of a successful pricing strategy. This year's enrollment was the largest to date, and offers evidence that the pricing structure was not set too high.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF OEM Program. The most recent OEM program cohort had outstanding mean GRE scores and mean undergraduate GPAs, as well as strong recommendations provided by established professionals.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize College of Engineering and Business professors in our OEM program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations have been utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program involves word-of-mouth advertising. Students and graduates of the OEM program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate level educational experience of the highest quality in all areas. The UF OEM Program continues to receive feedback indicating strong student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

The shift to market-based tuition has been invisible to students. The slight increase in fees coincided with tuition assistance policy changes for two technical employers who are among the biggest sponsors of OEM students. The tuition assistance changes resulted in decreased funding availability for some students, and almost certainly meant that a selection of students did not enroll this year. Nonetheless, the enrollment figures are stronger than ever, and attest to the appropriateness of the pricing structure.

Item 18. Outcomes.

Student Quality:

All students entering the AuD program hold Master's degrees from accredited institutions with a graduate GPA of 3.0 or above and hold professional licensure.

Performance measures for the 2011-12 academic year indicate high levels of student success:

AY 11-12	Meet Criteria	Total	
Clinical Components			70% and up
Business Plan (BP)	56	56	100%
Case Presentation (EP)	66	66	100%
Virtual Patient Cases (BD)	65	65	100%
Informal Examination of Dizzy Patient (BD)	65	65	100%
CounselEar (CO)	68	68	100%
Virtual Cochlear Implant Clinic (CI)	52	53	98%
	372	373	99%
Research Papers			82% and up
Research Paper (CI)	50	53	94%
Disorders Papers (BD)	65	65	100%
Resource Project (AR)	63	63	100%
	178	181	98%
Final Exam			70% and up
BD	65	65	100%
AR	62	63	98%
CO	67	68	99%
BP	55	56	98%
EP	62	64*	97%
CI	53	53	100%
	364	370	98%
Final Grade			B and up
BD	65	65	100%
AR	63	63	100%
CO	68	68	100%
BP	54	56	96%
EP	62	64*	97%
CI	50	53	94%

Total	362	370	98%
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*Sixty-five students were enrolled at the start of the course. One student dropped out of the course/program prior to the final exam.

Student Satisfaction:

A survey is conducted one year post graduation:

- 95% of graduates completing survey report continued practice in clinical audiology at or above their previous employment level one year after graduation. The one graduate out of 19 who was not still employed in audiology was involved in mission work.
- 11% (2/19) reported change in job description. These two respondents gave the following clarification of change in job description:
 - I expanded my private practice in Speech Pathology to include aural rehabilitation. I purchased audiological equipment to increase the type of services I can offer.
 - Responsible for more training with a clinical focus
- 26% (5/19) reported change of jobs within Audiology. One out of 5 respondents gave the following clarification of change:
 - more diagnostic and vestibular
- 11% reported a salary increase
- 11% reported opening their own private practice.

Faculty Excellence:

Teaching evaluations for classes average 4.09 on a 5.0 point scale indicating a high level of teaching proficiency throughout the program.

Evaluation Items

1. Description of course objectives and assignments
2. Communication of ideas and information
3. Expression of expectations for performance in class
4. Availability to assist students in or out of class
5. Respect and concern for students
6. Stimulation of interest in course
7. Facilitation of learning
8. Overall assessment of instructor

Evaluation Scale

1. Poor
2. Below Average
3. Average
4. Above Average
5. Excellent

Accountability Measures

The Master of Science in Soil and Water Science with an Environmental Science Track was approved to charge market tuition rate in November 2011. The department has reevaluated all distance education programs and determined a revision necessary for this particular track. The original offering was a 35 credit hour and beginning Fall 2012 the program has a 30 credit hour, non-thesis.

Student Enrollment: Student enrollment was down this year as reported 71 in 2010-11, dropping to 50 in 2011-12. We see this as an economic trend but continue to believe the interest and participants will increase in the coming years.

Student Quality. We continue to receive qualified applicants and will not change the high standards to maintain the brand of the University of Florida and the UF SW-Environmental Science Program. Admission criteria for distance students remains equal to the criteria for students who are admitted into the on-campus program.

Faculty Excellence. Student evaluations for our faculty remain high and for this program as well as all the offerings in our distance learning portfolio.

Student Satisfaction. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce students who obtain experience of the highest quality in all areas. The program continues to monitor exit interview survey data to track student satisfaction..

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF WPPD Program hinges on our ability to deliver an outstanding experience to all students. In assessing success within the Working Professional PharmD program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the program to continue recruiting remaining applicable students.

Outcome; Student enrollment has declined 15% during the 2011 – 2012 academic year; however, the overall decline in enrollment is at a slower rate than earlier projections of the program had predicted.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into the WPPD Program excel inside and outside the classroom, and will serve to strengthen the brand of the University of Florida. WPPD Program students must have a BS degree in Pharmacy or its equivalent, be a current licensed pharmacist in the US or Canada, and have a satisfactory GPA score.

Outcome: Though there is a declining prospective student base, students recruited and admitted to the WPPD Program continue to be of high quality. All have a BS degree in Pharmacy or its equivalent, hold current licensure and have at least a 2.0 GPA.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and preceptors from across the United States. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenues generated through market rate tuition have enabled us to continue the program offerings through the use of expert presenters from across the United States and the hiring of both full time and adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the UF Working Professional PharmD program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF WPPD program will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive we assess student feedback each semester through email surveys and personal phone calls provided via the program's marketing partner. Feedback we solicited from the program's students and faculty is used to continuously improve the program's quality.

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY of Florida College of Pharmacy -Master of Science			
Degree Program and CIP Code	Master of Science in Pharmacy - Pharmaceutical Outcomes and Policy## CIP Code 51.2099	Master of Science in Pharmacy - Pharmaceutical Chemistry## CIP Code 51.2099	Master of Science in Pharmacy - Forensics CIP Code 51.2099
Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011
Tuition prior to market tuition rate approval.	\$650/credit hour	\$460/credit hour	\$460/credit hour
Current tuition.	\$750/credit hour	\$525/credit hour	\$525/credit hour
Changes in tuition planned for the coming year.	No changes planned	No changes planned	No changes planned
Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):			
Resident	N/A	N/A	N/A
Non-Resident	N/A	N/A	N/A
Total	N/A	N/A	N/A
Student enrollment in similar state funded programs after implementing market tuition (Headcount):			
Resident	N/A	N/A	N/A
Non-Resident	N/A	N/A	N/A
Total	N/A	N/A	N/A
Student Enrollment in market tuition cohort(s) (Headcount):			
Resident			302
Non-Resident			878
Total	137 [#]	157	1180
In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.	See attachment 8	See Attachment 9	See Attachment 10

[#] These figures are based on the student's stated home mailing address. We do not ascertain legal residency since we charge the same tuition rate regardless of

^{##} We had flat rate tuition the MS in Pharmacy -Pharmaceutical Outcomes and Policy and Pharmaceutical Chemistry programs, therefore no breakdown of resident or non-resident enrollment is included for those columns.

**Attachment 7
Revised 10-8-12**

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.

Outcome; Student enrollment increased 34% in academic year 2011-2012, which is the first academic year that the market rate tuition has been charged.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.

Outcome: No change in the quality of students applying and being admitted to the MS programs. All have at least a Bachelor's Degree upon entering the program, and 71% have an advanced degree before entering. The average incoming GPA for students has remained above 3.0.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenue generated through market rate tuition have enabled us to expand the program offerings through the addition of additional adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive, we reach out to alumni of the program through social media including Facebook and LinkedIn to determine the impact of graduating from UF has had on their career opportunities. Feedback is overwhelmingly positive, and students state that even with the tuition increase to market rate, there is still excellent value for money with this program. We continue to have a strong alumni TA program, which is a voluntary program in which program alums return to the program to serve as teaching assistants.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.

Outcome; Student enrollment has increased by 27% since implementing market rate tuition.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.

Outcome: No change in the quality of students applying and being admitted to the MS programs. All have a BS degree with at least a 3.0GPA and competitive GRE scores as required by UF graduate school.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

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College of Journalism and Communications Assessment for Market Rate Tuition

Summary

The change to market rate tuition has had a positive impact on the College of Journalism and Communication’s MAMC specialization in Global Strategic Communication as indicated by our successful initial enrollment in the program. We also see no adverse effects to our in-resident programs as the enrollments had remained stable since launching our online program. Our student learning outcomes for our distance master’s programs are as follows:

Knowledge: By a thorough understanding and comprehension of subject matter relevant to the discipline.

Skills: By applying, analyzing, and synthesizing content knowledge to solve problems by identifying component parts, relationships and ideas.

Professional Behavior: By displaying ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication.

Because our initial cohort began in summer, we do not have assessment data yet, but our plan for assessment is listed below to evaluate the student learning outcomes.

Student Learning Outcomes Assessment 2012-2013

Academic Unit: Mass Communication

Degree Program: Master’s Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
<p>Knowledge:</p> <p>Development of a thorough understanding of mass communication theory and an expertise in research methods, aiding in a synthesized perspective for evaluating and addressing current practitioner or theoretical problems.</p>	<p><i>Procedures:</i></p> <p><i>How will it be measured?</i> Post-program in-depth interviews</p> <p><i>What is the desired level of achievement?</i> All students completing program will demonstrate a thorough understanding and synthesis of ideas</p>	<p>All students successfully completing the program will demonstrate a thorough understanding of the subject matter as demonstrated in post-program in-depth interviews.</p>

	<p>and concepts covered in classes.</p> <p>Who will measure? A combination of an independent faculty committee and third-party vendor.</p>	
Use of Results for Improving Student Learning		
Curriculum modification, development of new courses, ongoing refinement of delivery methods used for instruction		

University of Florida Graduate Programs

Student Learning Outcomes Assessment 2012-2013

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
<p>Skills:</p> <p>Demonstrate a thorough understanding of communication subject matter and issues through a synthesis of subjects, theories and methodologies.</p> <p>Oral and written communication skills</p>	<p>Procedures:</p> <p>How will it be measured? Post-program in-depth interviews Monitor enrollment of students into advanced degree programs Track job placement data</p> <p>What is the desired level of achievement? All students completing program will demonstrate competency by applying, analyzing, and synthesizing content knowledge of global</p>	<p>All students completing the program will possess these skills</p>

	<p>strategic communication, internationalization, and research methods.</p> <p><i>Who will measure?</i> A combination of an independent faculty committee and third-party vendor.</p>	
Use of Results for Improving Student Learning		
Curriculum modification, development of new courses, student advising		

University of Florida Graduate Programs

Student Learning Outcomes Assessment 2012-2013

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
<p>Professional Behavior:</p> <p>Display of ethical behaviors, teamwork, cultural sensitivity/appreciation for diverse viewpoints, and an understanding of professional standards for effective and ethical decision making</p>	<p><i>Procedures:</i></p> <p><i>How will it be measured? What is the desired level of achievement? Who will measure?</i></p> <p>These behaviors are incorporated into at least two of our core courses. A satisfactory grade in these classes must be achieved to reach this competency as measured by the graduate faculty.</p>	<p>All students successfully completing our program will demonstrate these behaviors.</p>
Use of Results for Improving Student Learning		
Curriculum modification, development of new courses to address deficiencies, recruitment of		

diverse guest speakers

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University of South Florida
Annual Status Report on Market Rate Tuition Programs
October 2012

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: University of South Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program and CIP Code	Master of Science in Management Information Systems (11.0501)	Master of Science in Entrepreneurship (52.0701)	Professional Master of Science in Electrical Engineering (14.1001)	Master of Public Administration (44.0401)	Master of Science in Nurse Anesthesia (51.1601)
2	Date the program was approved to charge market tuition.	11/10/2011	11/10/2011	11/10/2011	11/10/2011	11/10/2011
3	Tuition prior to market tuition rate approval.	Resident: \$466.76/credit (\$15,403/program) Non-Resident: \$891.28/credit (\$29,412/program) 33 credits/program	Resident: \$466.76/credit (\$15,403/program) Non-Resident: \$891.28/credit (\$29,412/program) 33 credits/program	Resident: \$466.76/credit (\$14,002/program) Non-Resident: \$891.28/credit (\$26,738/program) 30 credits/program	Resident: \$430.85/credit (\$15,511/program) Non-Resident: \$855.37/credit (\$30,793/program) 36 credits/program	Resident: \$474.17/credit (\$34,140/program) Non-Resident: \$898.69/credit (\$64,704/program) 72 credits/program
4	Current tuition. (market tuition rate)	\$800/credit (\$26,400/program) 33 credits/program	\$1250/credit (\$41,250/program) 33 credits/program	\$1000/credit (\$30,000/blended program) \$1150/credit (\$34,500/fully online) 30 credits/program	\$825/credit (\$29,700/program) 36 credits/program	\$800/credit (\$57,600/program) 72 credits/program
5	Changes in tuition planned for the coming year.	No proposed changes				
6	Student enrollment in similar state funded programs prior to implementing market tuition					
7	Resident	56	72	30	62	28
8	Non-Resident	31	18	28	5	2
9	Total	87	90	58	67	30
10	Student enrollment in similar state funded programs after implementing market tuition (Headcount):	projected implementation: 2012	projected implementation: 2012	projected implementation: 2012	projected implementation: 2012	
11	Resident					28
12	Non-Resident					2
13	Total					30
14	Student Enrollment in market tuition cohort(s) (Headcount):	projected implementation: 2012	projected implementation: 2012	projected implementation: 2012	projected implementation: 2012	
15	Resident					25
16	Non-Resident					5
17	Total					30
18	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.					See attached

State University System

University of South Florida - September 2012

Block Tuition Proposals

The University of South Florida does not have plans to request block tuition this year.

Market Tuition Status Report

Master of Science in Nurse Anesthesia (CRNA) CIP 51.1601

The College of Nursing CRNA Market Based Tuition Program was approved in November 2011 with three accountability measures. The first cohort was admitted and enrolled in fall 2012 and will graduate in December 2014.

Data on the following measures will be collected during the life of, and at the end of, the program:

- Measure 1 - Student Quality - will be measured against student pass rates of the National Certifying Exam (NCE) and engagement in productive anesthesia practice with ongoing employer evaluations.
- Measure 2 - Student Satisfaction - will be measured using EBI alumni survey tools and are sent one to two years post-graduation.

The report on the third measure, faculty and clinical excellence as indicated by licensure and clinical practice, follows:

- Measure 3 - All College of Nursing faculty members who supervise clinical students are Advanced Registered Nurse Practitioners and maintain a clinical practice to ensure competency in practice.
- The nurse anesthesia faculty brings a wide range of practice experience and expertise to the program with current clinical practice positions at the James A. Haley Veteran's Hospital, Bayfront Medical Center, and in private practice. These faculty deliver the NA market-based tuition program.

Report: At the beginning of the fall 2012 semester, the CRNA program has 5 faculty positions and 2 adjunct positions. All faculty are Advanced Registered Nurse Practitioners or Medical Doctors in the field of anesthesia. Each faculty member maintains an outside practice to ensure competency in skills and expertise at a variety of clinical locations, including the James A. Haley Veteran's Hospital, Bayfront Medical Center and private practices.

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Board Regulation 7.001(15) – Section related to Market Tuition

(15) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.

(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:

1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.
3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per academic year. After three years, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in (15)(a).
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
9. A description of any outcome measures that will be used to determine the success of the proposal.
10. In addition, the following information will be included with the proposal:
 - a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
 - b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.
 - c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.
 - d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five 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.

- (e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.
- (f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.
- (g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.
- (h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.
- (i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11.

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University of Central Florida
Market Tuition Proposals
November, 2012

- a. Masters in Professional Engineering Management

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)
University of Central Florida
Master of Science in Engineering Management Degree Program
Professional Science Master’s Track**

Date	
University Board of Trustees approval date:	September 27, 2012
Proposed Implementation Date (month/year):	January 2013
Description	
<p><i>Describe the program in which market tuition is being requested.</i></p> <p>The master of science degree in engineering management - professional science master’s track (M.S.E.M. - P.S.M.) is a cohort-based program that is tailored to meet the needs of experienced, working professionals. This degree program focuses on effective decision-making and successful project delivery in engineering and technology organizations. Research studies are required in one or more courses. Such studies focus on reviewing and analyzing contemporary research in the profession in order to help students acquire knowledge and skills pertaining to best practices. The program is offered through the Division of Continuing Education (DCE) in collaboration with Regional Campuses Administration. At the University of Central Florida, the DCE falls organizationally under Regional Campuses. This organizational arrangement fits nicely and benefits this particular academic program by seamlessly allowing the program access to UCF’s various campus locations. The cohort currently underway is being held just off campus in the Research Park. Generally, cohorts begin in alternating years, at alternating locations, and are designed to be completed in approximately 18 to 20 months.</p> <p><i>Has the program been approved pursuant to Regulation 8.011?</i></p> <p>Yes. CIP Code: 15.1501 Diploma: Master of Science - Engineering Management - Professional Science Master’s Track Start Date: August 2011</p> <p><i>Does the program lead to initial licensing or certification?</i></p> <p>This program does not lead to initial licensing or certification.</p> <p><i>Is the program identified as a state critical workforce need?</i></p> <p>No, the M.S.E.M. - P.S.M. is not part of the identified state critical workforce need. However, STEM (which includes engineering) is one of the proposed “Areas of Programmatic Strategic Emphasis” identified by the State of Florida Board of Governors.</p> <p><i>Are the program’s admission and graduation requirements the same as other similar programs?</i></p> <p><i>Admission requirements:</i></p> <p>The minimum admission requirements for the M.S.E.M. - P.S.M. degree program are the same as other similar programs in engineering and natural science at UCF: (1) a bachelor’s degree or equivalent from a regionally accredited U.S. institution or its equivalent from a foreign institution, and (2) a 3.0 GPA or better in all work attempted as an undergraduate student, or (3) a 3.0 GPA or better in all work attempted while registered as an upper division student, or (4) a graduate or professional degree from a regionally accredited U.S. institution or its equivalent in a field related to the discipline of the program to which the applicant is applying. Additional specific requirements for the M.S.E.M. - P.S.M. degree program are: (1) an undergraduate degree in engineering or a closely related field, (2) five years’ work experience, (3) a current resume, and (4) a goal statement. Additional information regarding UCF graduate admission requirements can be found at: http://www.admissions.graduate.ucf.edu/Admission_Requirements.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Graduation Requirements:

The graduation requirements for the M.S.E.M. - P.S.M. degree program are similar to those of other graduate programs delivered by the Department of Industrial Engineering and Management Systems. Students are required to complete 30 semester hours of coursework (including a capstone course), pass the oral comprehensive exam, and achieve at least a 3.0 overall GPA in order to graduate.

Market Tuition Rate and Process

What is the market tuition rate to be charged for each of the next three years? What is the current tuition rate? Explain the process used to determine market tuition. Provide tuition rates from at least five other institutions (private and public).

What is the market tuition rate to be charged for each of the next three years?

The market tuition rate includes all associated student fees, marketing, faculty development, and instructional costs:

- Cohort beginning 2013: \$29,950
- Cohort beginning 2014: \$29,950
- Cohort beginning 2015: \$29,950
- Cohort beginning 2016: \$29,950

Explain the process used to determine market tuition.

The tuition for this program was determined by

- evaluating five direct competitors, comparing their tuition costs as well as their curriculum and online availability
- reviewing the budget execution for four previous cohorts using the cost-recovery model
- collaborating with industry partners to understand what the sponsoring companies were willing to support.

What is the current tuition rate?

\$29,500 (Fall 2012). The current rate and proposed market tuition rate are the same. The program currently operates and is administered by the Division of Continuing Education as a *cost recovery program*. This proposal requests permission to move from *cost recovery* to *market tuition rate* without increasing the cost to the individual student.

Provide tuition rates from at least five other institutions (private and public)

We identified the following programs and tuition rates (rates do not include fees):

- Stevens Institute of Technology
 - M.S. in engineering management: \$36,600 (30-hour degree program)
 - M.S. in systems engineering: \$26,738 (30-hour degree program)
- University of South Florida
 - M.S. in engineering management: \$14,003 Florida resident (30-hour degree program)
 - M.S. in engineering management: \$26,838 non-resident (30-hour degree program)
- Florida International University
 - professional M.S. degree in engineering management: \$27,877 (30-hour degree program)
- University of Florida
 - outreach M.S. degree engineering management: \$29,920 (32-hour degree program)
- Embry-Riddle Aeronautical University
 - master of systems engineering: \$30,000 (30-hour degree program)

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Similar Program(s) Offered by Other State Universities

Describe any similar programs offered by another state university system institution:

University of South Florida - The professional master's degree program is a 30 credit-hour degree program that includes 12 core classes, six credit hours of thesis, and 12 credit hours of concentrated electives. Florida residents will pay a total of \$14,003 in tuition plus local fees, books and other class materials. Out-of-state residents are charged \$26,838 in base tuition plus local fees, books and other instructional material.

Florida International University – The master of science in engineering management degree is a 30 credit-hour degree program that includes nine credit hours of core classes, nine credit hours of business electives, and 12 credit hours of approved graduate level electives. Students can take it in a traditional format or take advantage of the professional program at the FIU Pines Center. The cost for the traditional program is \$12,665 not including local fees. Alternatively, students can enroll in the professional masters and for a flat total fee of \$35,000.

The University of Florida - The outreach degree program in engineering management is a 32 credit-hour program that includes 28 credit hours of concentrated credits in engineering and research, and a four credit-hour final engineering project. Students enrolling in this program pay a flat rate of \$29,920. However, students are responsible for the cost of textbooks, transportation, lodging, and computer hardware.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The program will enable engineers to

- transition to leadership positions, and
- develop competencies for managing and leading technical projects and organizations.

The program is consistent with the UCF mission. The mission statement for UCF is:

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

The M.S.E.M. - P.S.M. contributes to UCF's mission by providing a high-quality graduate education designed to strengthen the state's engineering workforce. The program enhances the workforce and community's ability to deliver innovative solutions. Because engineering managers are involved in the financial, production, and marketing activities of their firms, business management skills benefit those seeking management positions. In addition to openings resulting from employment growth, job openings will result from the need to replace managers who retire or move into other occupations. Competition for job openings will likely be strong because of the high salaries that natural science managers command and the greater resources and control over projects that scientists can gain from becoming managers.

The program's experiential components contribute to UCFs commitment to experience-based learning.

The program is consistent with UCF Goals 2 and 5.

- Goal 2: Achieve international prominence in key programs of graduate study and research.
- Goal 5: Be America's leading partnership university.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

The curriculum enables graduate students to work with industry partners on research projects that have international components. In addition, the program has fostered partnerships in research through the exchange of scholars in the classroom. The M.S.E.M. - P.S.M. degree program partners with the technical engineering community to enable its sustained growth. Central Florida organizations that are already participating in the cohort program include:

- Harris Corporation
- Siemens Power Generation
- Walt Disney World
- Boeing
- NASA - Kennedy Space Center
- Lockheed Martin

These organizations were involved in the review and refinement of the initial curriculum. They assisted in the review of assessment data and contributed to the validation of the performance improvement plan. They continue to provide an industry perspective to the curriculum.

The program will assist UCF in meeting State University System Goals by strengthening the quality and reputation of UCF while also maximizing resource utilization and productivity. The program will directly assist UCF in meeting the following SUS priorities:

- Increase Degree Productivity and Program Efficiency
- Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
- Strengthen Quality & Recognition of Commitment to Community and Business Engagement
- Increase Levels of Community and Business Engagement
- Increase Community and Business Workforce

Increased revenues from the program will assist UCF in meeting the following SUS priorities:

- Strengthen Quality & Reputation of Academic Programs and Universities
- Strengthen Quality & Reputation of Scholarship, Research, and Innovation
- Increase Research and Commercialization Activity
- Increase Collaboration and External Support for Research Activity

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The M.S.E.M. - P.S.M. degree program will not increase the state's fiscal liabilities or obligations. Any unforeseen costs will be the responsibility of the College of Engineering and Computer Science using non-E&G funds.

Differentiation Between Resident and Non-resident Students

Explain if there will be a differentiation in market tuition rates between a resident and a non-resident student enrolled in the program:

There will be no difference in the tuition rate charged for resident and non-resident students. The program fee takes into account the full cost of delivering and administering this graduate educational program. Thus, there is no need to charge a differential rate.

Restrictions / Limitations

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

No restrictions, limitations, or conditions are anticipated beyond those already stipulated by the Board of Governors' policy on market tuition.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success of market tuition for the M.S.E.M. - P.S.M. degree program will be measured using several metrics collected over a three-year review period. The program staff members will track enrollment data (including enrollment numbers, and demographic data) in order to determine if the program is meeting the needs of the local community and maintaining a diverse student body. They will review student and employer surveys to determine the level of satisfaction with the program. They will evaluate the program revenues relative to program costs in order to evaluate the costs and benefits of the program. Finally, the program faculty members will create an institutional effectiveness plan that identifies specific program goals and evaluates program data to determine their effects on student learning outcomes.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The M.S.E.M. - P.S.M. degree program is a 20-month cohort based degree. As with most other cohort-based programs, classes are limited to students enrolled in the program, and the number of students admitted is tightly controlled, thus facilitating program planning. The program director and departmental chair work closely to ensure sufficient staffing for all programs within the department.

Baseline Enrollments

Provide current enrollments, including a breakout of resident and non-resident enrollment, in the program being submitted for consideration and similar state-funded courses.

UCF M.S.E.M. - P.S.M. degree program (all Florida residents)

Cohort 1 (Spring 2009) - 13 students

Cohort 2 (Summer 2009) - 16 students

Cohort 3 (Summer 2010) - 13 students

Cohort 4 (Fall 2010) - 16 students

Cohort 5 (Spring 2012) - 30 students

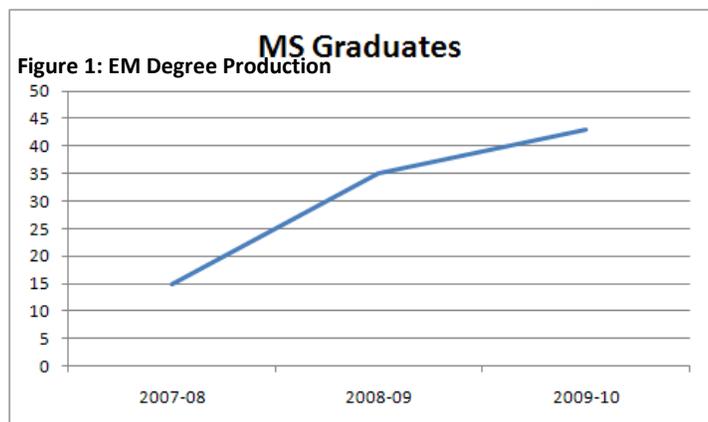
There are no other similar state-funded courses.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This program is unique to the UCF service area and will impact the economy and the university as follows:

- The proposed market tuition rate will generate additional revenues that will be invested in various university priorities, including the M.S.E.M. - P.S.M. degree program. These revenues will allow the department to make additional investments in faculty development, instructional support, and equipment for research and teaching.
- As shown in Figure 1, the UCF M.S.E.M. - P.S.M. degree program is already a productive graduate degree. With the addition of this cohort-based program, more emphasis is placed on partnerships with industry and collaboration in shared research projects. The program had a long-standing cohort-based track with the Kennedy Space Center in the 1990s. We are building a program to re-establish cohort-based programs with leading engineering-based companies in Central Florida.



**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

- The program will have a positive impact on UCF students by preparing them for high-wage jobs as engineering and natural science managers. As shown in Figure 2, the United States Department of Labor projects an increase in the need for engineering and natural science managers. The UCF M.S.E.M. - P.S.M. degree program teaches the professional skills necessary to fulfill the projected increased need for engineering and natural science managers.

Figure 2. The Projected Need for Engineering and Natural Science Managers

Occupational Title	Standard Occupational Classification Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20	
				Number	Percent
Natural science managers	11-9121	49,300	53,100	3,800	8
Architectural and Engineering managers	11-9041	176,800	192,000	15,200	9
Total	-	226,100	245,100	19,000	8

Taken from United States Department of Labor's Bureau of Labor Statistics *Occupational Outlook Handbook*, 2012-2013 Edition

What is the anticipated gross revenue?

- Spring 2013 UCF Palm Bay Cohort = \$472,000
- Spring 2014 Orlando Cohort = \$885,000

How revenues will be spent?

The proposed market tuition rate revenues will be used to invest in various university priorities, including the M.S.E.M. - P.S.M. degree program. These investments may include hiring specialized instructional faculty including scholars from industry, investing in state-of-the art technologies including statistical software and engineering equipment, recruiting exceptional students through marketing materials and peer outreach efforts, and other university-level activities including inviting guest lecturers and prominent researchers to visit campus and share their expertise with our students and faculty members.

Will private vendors be used?

Several private vendors, including textbook publishers and wholesalers, and hardware and software vendors will continue to be used. Specific examples of services and goods they provide include texts and manuals, computer software, hardware, marketing materials, and other items that are necessary for the program.

What budget entity will be used for the proposed program?

The M.S.E.M. - P.S.M. degree program budget will be administered by the Division of Continuing Education in cooperation with the College of Engineering and Computer Science budget office, and it will have a designated auxiliary account.

Other Information

**State University System
Market Tuition Proposals**

	Proposal 1
Degree Program	Masters in Professional Engineering Management
Has the program been approved pursuant to Regulation 8.011?	Yes
Does the program lead to initial licensing or certification?	No
Is the program identified as a state critical workforce need?	No
Are the program's admission & graduation requirements the same as other programs?	Yes
Current Tuition Rate	\$29,500*
Proposed Market Tuition Rate	\$29,500
5 Other Public/Private Rates for Similar Program:	
University name and rate:	University of Nebraska at Lincoln (\$38,280)
University name and rate:	Stevens Institute of Technology (\$36,600)
University name and rate:	Duke University (\$42,480)
University name and rate:	Catholic University (\$36,630)
University name and rate:	Carnegie Mellon University (\$47,600)
Length of Program (SCH)	30
Student Enrollment (Headcount):	30
Resident	30
Non-Resident	0
Total	30
Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes
University and program name:	University of South Florida (Industrial & Management Systems Engineering)
University and program name:	Florida International (Professional MS Engineering Management)
University and program name:	University of Florida (Outreach Engineering Management - MS)
University and program name:	Florida State University (MS: Industrial Engineering and Engineering Management)
Different Rate for Resident vs. Non-Resident (NR)?	No

* Program is currently offered through Continuing Education as a *cost recovery* professional master's degree program.

Florida International University
Market Tuition Proposals
November, 2012

- a. Master of Science in Management Information Systems
- b. Executive Masters in Public Administration
- c. Master of Science in Hospitality and Tourism Management
- d. Professional Master of Counseling Psychology
- e. Master of Science in International Real Estate

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: Florida International University

Date	
University Board of Trustees approval date:	June 14, 2012
Proposed Implementation Date (month/year):	Fall 2013
Market Tuition Rate Process	
<p>Explain the process used to determine market tuition.</p> <p>The market tuition for the Executive Master of Science in Public Administration (EMPA) was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.</p> <p>This major enhances the Master of Public Administration (MPA) program to provide graduate professional training to executive and upper management public service professionals. It provides a hands-on and in-depth exposure to the leadership, managerial and analytic skills critical to advanced public sector professionals and encourages students to actively engage their professional responsibilities with the course content. Traditional MPA programs focus on the education needs of pre-service professionals and individuals early in their public sector career.</p> <p>For 13/14, the market tuition rate for the executive major in the Master of Public Administration program will be \$32,000. This fee may be adjusted by up to 15% for 2013-14 and each year thereafter.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The market rate tuition will enable the Executive Master of Public Administration to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

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

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$960,000 during the program. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Other Information

See Attached Supplemental Form

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: Florida International University

Date	
University Board of Trustees approval date:	June 14, 2012
Proposed Implementation Date (month/year):	Fall 2013

Market Tuition Rate and Process

Explain the process used to determine market tuition.

The market rate for the Master of Science in Hospitality and Tourism Management (MSHTM) was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

There are two majors for the MSHTM. One major consists of 42 credits and provides additional educational and skills development; while the other major is 30 credits and it is intended for professionals with pertinent work experience. Ultimately, both majors provide advanced knowledge and necessary skills to be successful as a manager and/or executive. Additionally, the program is designed to accommodate graduates from other disciplines.

Of the top 25 domestic hospitality and tourism management programs, only five offer graduate online programs. Of these, two are specializations in Dietetics not Hospitality and Tourism Management.

Currently, there are 53 students enrolled in the fully on-line program. Out of this total, 11 are residents and 42 are nonresidents. The proposal is for all on-line and off-campus delivery modes in this degree program to be offered at market tuition rates.

The market tuition rate will depend on the location and delivery mode and will include periodic inflationary increases. For 2013-14, the market tuition rate for programs offered will be \$3,000 per course or \$48,000 and \$30,000 for the executive major. This may be adjusted by up to 15% for 2013-14 and each year thereafter.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in Hospitality and Tourism Management (MSHTM) program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

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

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1 million annually. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: Florida International University

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Master of Science in International Real Estate was determined by benchmarking against other national and State of Florida programs. Hence, revenues are based on comparable market tuition rates of competing schools. All associated costs of managing this program were included in the cost projections.

The Master of Science in International Real Estate is a one-year (10-month) program that provides a strong foundation of knowledge and skills required by the real estate industry with a focus on analysis and decision-making. Graduates pursue many career paths in real estate including commercial brokerage, direct and securitized real estate investments, investment management, commercial underwriting, development, property management, residential sales and management and other areas. The program differentiates itself from existing programs by embedding international aspects of the profession into a well-focused skills and knowledge based program.

For Fall 2012, we anticipate 59 students to be enrolled in the program in both traditional face to face classroom settings and on-line. FIU is the only AACSB accredited school to provide formal graduate level education in real estate in the on-line format. The proposal is for all delivery modes in this degree program to be offered at market tuition rates.

For 2013-14, the resident market tuition rate for the Master of Science in International Real Estate degree program offered in a classroom setting for residents will be \$27,500 and for non-residents will be \$30,000. The on-line tuition will be \$30,000 for residents and non-residents. All of these may be adjusted by up to 15% for 2013-14 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in International Real Estate program to provide students with better support from career services, a greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

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

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) the number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. At the end of the program, a survey will be used to measure student satisfaction. The goal is to enhance a globally recognized graduate program in real estate.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.7 million during the one year program. The revenue will be spent to cover direct and

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

indirect instructional costs, program administration, enhanced student career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: Florida International University

Date	
University Board of Trustees approval date:	June 14, 2012
Proposed Implementation Date (month/year):	Fall 2013
Market Tuition Rate Process	
<p>Explain the process used to determine market tuition.</p> <p>The market tuition for the Master of Science in Management Information Systems was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.</p> <p>The Master of Science in Management Information Systems is a one-year program that provides a strong foundation with the guidance of IT and management professionals to prepare students with the analytical skills required to pursue a career in the IT field.</p> <p>Currently, there are 71 students enrolled in the program which is offered in multiple locations in a classroom setting. Future plans are to offer an online version. The proposal is for all delivery modes in this degree program to be offered at market tuition rates.</p> <p>For 2013-14, the resident market tuition rate for the Master of Science in Management Information Systems degree program offered in a regular classroom setting for residents will be \$30,000. For non-residents, the market tuition rate will be \$33,000. All of these may be adjusted by up to 15% for 2013-14 and each year thereafter.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The market rate tuition will enable the Master of Science in Management Information Systems program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

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

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.8 million during the one year program. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Other Information
See Attached Supplemental Form

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: Florida International University

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2013
Market Tuition Rate Process	
<p>Explain the process used to determine market tuition.</p> <p>The market tuition for the Professional Masters of Science in Counseling Psychology (PMSCP) was determined by benchmarking against other professional counseling psychology programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.</p> <p>The PMSCP consists of 60 credit hours of graduate study, and its successful completion leads students to become eligible for a license to practice as a Mental Health Counselor (LMHC) in Florida. This license is provided by Florida Board of Social Work, Marriage & Family Therapy, and Mental Health Counseling.</p> <p>Currently, there are 25 students enrolled in the program which is offered at MMC in a classroom setting. Future plans are to offer an online version. The proposal is for all delivery modes in this degree program to be offered at market tuition rates.</p> <p>For 2013-14, the resident market tuition rate for the PMSCP degree program offered in a regular classroom setting for residents and non-residents will be \$32,000 for completion of the 60 credit program. All of these may be adjusted by up to 15% for 2013-14 and each year thereafter.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The market rate tuition will enable the PMSCP program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

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

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$800,000 per cohort. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Other Information
See Attached Supplemental Form

**State University System
Market Tuition Proposals**

Florida International University - Market Rate Proposals - Summary Table - FY 13-14

	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1 Degree Program	Master of Science in Management Information Systems	Executive Master in Public Administration	Master of Science in Hospitality and Tourism Management	Professional Master of Counseling Psychology	Master of Science in International Real Estate
2 Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes	Yes	Yes
3 Does the program lead to initial licensing or certification?	No	No	No	Yes	No
4 Is the program identified as a state critical workforce need?	No	No	No	No	No
5 Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	Yes
6 Current Tuition Rate	\$25,798 R/ \$29,398 NR	\$0	\$20,000 (30credits)/ \$32,000 (48 Credits)	\$32,000 for R and NR	Face-to-face is \$25,000 R and \$29,00 NR with On-line at \$29,000 R and NR
7 Proposed Market Tuition Rate	up to \$30,000 R and \$33,000 plus up to 15% increase each year thereafter	up to \$32,000 with up to 15% increase each year thereafter	\$30,000 (30 credit hour program) to \$48,000 (48 credit hour program) with up to 15% increase each year thereafter	\$32,000 for R and NR	Face-to-face at \$27,500 R and \$30,000 NR with on-line at \$30,000 for R and NR with up to 15% increase each year thereafter for either offering
8 5 Other Public/Private Rates for Similar Program:					
9 University name and rate:	Drexel -\$45,000	FAU - \$21,123R/\$48,381NR	University of Nevada, Las Vegas - \$25,850R/\$28,518 NR	NOVA SE U, \$33,000	NOVA SE U, \$29,326
10 University name and rate:	USF - \$14,000R/\$28,000 NR	UM - \$59,100R/\$60,100NR	Kansas State University - \$17,460	U Of Miami, \$92,000	UCF (MSRE), \$29,500 R and \$34,000 NR
11 University name and rate:	UF \$36,000	NOVA SE U - \$28,500	Drexel University - \$45,000	St. Thomas U, \$96,000	U of Miami (MSRED) \$53,120 R/NR
12 University name and rate:	UIS - \$15,100 R/ \$30,300 NR	Barry U - \$35,080	Auburn University - \$10,828	Barry U, \$54,000	University of San Diego \$46,080 R/NR
13 University name and rate:	OKS - \$9,500 R/ \$26,000 NR	University of Washington \$40,750	University of North Texas -	U of Central Florida, \$22,000	Depaul University \$44,800 R/NR
14 Length of Program (SCH)	36	42	30-48	60	30
15 Student Enrollment (Headcount):					
16 Resident	71	249	11	25	34
17 Non-Resident	0	15	42	0	23
18 Total	71	264	53	25	57
19 Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes	Yes	No	Yes	Yes
20 University and program name:	UF - Master of Science in Information Systems & Operations Management	FAU - Master of Science in Public Administration	n/a	U of Central Florida - MS in Psychology	UF-MS in Real Estate
21 University and program name:	USF - Master of Science in Information Systems	FGCU - Master of Science in Public Administration	n/a	n/a	UCF-MS in Real Estate
University and program name:	n/a	FSU - Master of Science in Public Administration	n/a	n/a	USF-MS in Real Estate
University and program name:	n/a	UCF - Master of Science in Public Administration	n/a	n/a	n/a
University and program name:	n/a	USF - Master of Science in Public Administration	n/a	n/a	n/a
## Different Rate for Resident vs. Non-Resident (NR)?	\$25,798 R plus up to 15% increase; \$29,398 NR plus up to 15% increase; and up to 15% each year thereafter	No	No	No	Face-to-face at \$27,500 R and \$30,000 NR with on-line at \$30,000 for R and NR with up to 15% increase each year thereafter for either offering

Date: 8-30-2012

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University of Florida
Market Tuition Proposals
November, 2012

- a. Master of Arts in Art Education
- b. Master of Architecture City Lab in Orlando
- c. Master of Arts in Mass Communication with concentrations in Social Media and Web Design/Online Communication
- d. Master of Science in Forest Resources and Conservation with concentrations in Ecological Restoration and Geomatics
- e. Master of Science in Pharmacy with concentrations in Medication Therapy Management and Clinical Pharmacy

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Arts in Art Education

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013
Market Tuition Rate Process	
Explain the process used to determine market tuition.	
<p>Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:	
<p>The UF Master of Arts in Art Education program in the College of Fine Arts requests market rate pricing. The program has been offered on a cost recovery basis to working professionals for the past two years. In this distance learning format, the program attracts fully employed students who could not attend a full-time, weekday program. These cohorts do not generate fundable credit hours and therefore receive no state subsidy.</p> <p>The MA program is a classified instructional program established in accordance with Florida Administrative Code 6C-8.011. The program does not lead to initial certification for Education, nor is it an occupational area identified as “Critical Needs Areas” in the State University System of Florida Strategic Plan, 2005-2013 as amended in 2009. Rather, it offers further skill development for educators.</p> <p>Program admission and graduation requirements for this MA program are the same as the full-time, in-residence MA (traditional) program that is funded by state appropriations. All applicants must provide official transcripts from an acceptable four-year accredited college or university, official test scores on the Test of English as a Foreign Language (TOEFL) exam (international applicants only), three letters of recommendation, a written essay, and an art portfolio. A personal interview may also be required. To obtain a degree, all admitted students must successfully complete the 36-credit hour curriculum while maintaining a minimum grade point average of 3.0 on a 4.0 scale. All students, whether enrolled in the traditional or online MA program, receive the same degree.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Arts in Art Education market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

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

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MA in Art Education program hinges on our ability to deliver an outstanding MA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MA-seeking educators in sufficient numbers. Average cohort enrollment that exceeds 20 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MA Program. Each cohort will have a minimum mean professional work experience of 4 years and satisfactory portfolios, essays, and GPAs.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize UF College of Fine Arts professors and comparably qualified professors around the country in our MA program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MA experience of the highest quality in all areas. The UF MA in Art Education program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate, when warranted, to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Fine Arts has been offering the online program for two years. The program has already achieved national prominence, and as a result we have always been able to provide sufficient courses to meet student demand by using academically qualified faculty.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The anticipated revenue collection for CY 2013 is \$707,850. This revenue will be used to cover the costs of the program and the forecasted residual of \$20,564 will be utilized to support college activities (such as faculty, staff and other indirect costs.) A private vendor has been used to provide marketing and student recruitment support for the program. Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Arts in Mass Communication with Specialization in Social Media and Web Design/ Online Communications

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

Pricing will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The on-line MAMC program supports UF's and the College of Journalism and Communication's missions by preparing exemplary professional practitioners and scholars; generating, translating, and disseminating new knowledge; and advancing the understanding of communications for a diverse and global community.

- **Teaching:** This program enables the university to fulfill one of its fundamental purposes, teaching, by educating exemplary professional practitioners for various journalism and communications fields. The on-line based format provides an opportunity to obtain a MAMC degree to professionals who wouldn't otherwise be able to participate due to work constraints. The CJC utilizes many of our top faculty to teach in this program. This ensures that program quality, assurance of learning, and overall reputation all remain at optimal levels.
- **Research and Scholarship:** Enrollment in the program provides resources for faculty, research, graduate student support, and future growth plans. It serves to increase the CJC's ability to support and strengthen research advancements and scholarly activity now and in the future.
- **Service:** The program fulfills the university's obligation to share the benefits of its research and knowledge for the public good. MAMC students and graduates are better equipped to serve the state's needs while increasing the state's capabilities and economic potential.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

The on-line MAMC program aligns with the Board of Governors system goals as follows:

Goal 1 - Access to and production of degrees:

The program is delivered fully on-line for working professionals who are unable to commute to campus. It also offers specializations in Social Media or Web Design/Online Communication. The on-line program will provide greater access to this advanced degree for working professionals.

Goal 2 - Meeting statewide professional and workforce needs:

A search of several databases revealed a demand in these areas for people with Master Degree levels of education is strong and growing.

Goal 3 - Building world-class academic programs and research capacity:

The UF MAMC program is consistently ranked in the top ten nationally according to US News and World Report. Market rate tuition will result in financial resources which will allow the College of Journalism and Communications to expand and strengthen research and educational capacity.

Goal 4 - Meeting community needs and fulfilling unique institutional responsibilities:

The program provides the University of Florida's College of Journalism and Communications access to every community within the state of Florida and other regions across the United States. As one of the nation's top journalism and communication programs, UF successfully fulfills an important institutional responsibility as it relates to enabling access to this degree throughout the nation. This access serves to meet statewide professional and workforce needs, as described above.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Arts in Mass Communication market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

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

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The College of Journalism and Communications will use a variety of metrics to ensure a high quality student experience and justify the proposed tuition rate for all students enrolled in the program.

- Student evaluations via exit interviews will be conducted to assess quality in the programs. We will also use instructor evaluations to examine effectiveness in specific courses. It is noteworthy that student evaluations of our current graduate courses (both face-to-face and online) are consistently rated as very good or excellent.
- Admission standards for the programs will use the same rigorous criteria as our other Master's program specializations, including appropriate GRE scores, a minimum 3.0 GPA, and relevant professional experience. This will ensure that each cohort meets the standards needed for the College of Journalism and Communications to maintain the strong reputation it has earned over time.
- Student enrollment will be used as a metric to justify our tuition rate. Market research suggests the social media specialization should be able to enroll 200 students by 2015 with the proposed tuition rate.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Journalism and Communications has historically been able to meet the staffing needs of its in-residence master's and doctoral programs primarily with full-time faculty. Because we are not limited by geographic barriers, we have been able to successfully staff our online programs in Web Design and Online Communication and Global Strategic Communication with a combination of full-time faculty, quality graduate students, and prominent professional adjuncts. A similar approach will be used here for the Social Media specialization and will not require additional resources from the university.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The expected revenue collection for the specialization in Web Design and Online Communication for the CY 2013 is \$484,000. The specialization in Social Media is new this year with projected CY 2013 revenue of \$493,680. The revenues for these programs will be used to cover the program costs and the estimated residuals (Web Design and Online Communication \$3,893; Social Media \$4,000) will be utilized to support the college activities (such as faculty, staff, and other indirect costs.) It is anticipated that a private vendor may be used to provide marketing and student recruitment support for both programs. The programs will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Architecture CityLab-Orlando

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013
Market Tuition Rate Process	
Explain the process used to determine market tuition.	
<p>Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:	
<p>This program engages students in the research, analysis, scheming, and community discourse required to implement design at the scale of the public realm- the city. This program will enhance the reputation of the College of Design, Construction & Planning within the community, state, and region. Research-based design and visioning projects in collaboration with civic leaders and community stakeholders will lead to publications, awards, and new projects. Additionally, the program will allow the College to continually expand their presence in Central Florida and increase graduate-level enrollments.</p>	
Declaratory Statement	
Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation:	
<p>The Master of Architecture market rate policy will not result in an increase in the state’s fiscal liability or obligation.</p>	
Restrictions / Limitations	
Identify any proposed restrictions, limitations, or conditions to be placed on the policy:	
<p>Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

This program will be closely monitored as the program requires tight course tracking and alignment between Gainesville and Orlando. The metrics for the program are prescribed by the National Architectural Accreditation Board (NAAB) that is the accrediting body for professional architecture programs in the US. The metrics cover architecturally specific aspects of general knowledge, critical thinking skills, analytical skills and the ability to apply knowledge and skill in the design process – synthetic production (please see appendix- *2009 Conditions for Accreditation.*) CityLab will be part of our regular annual reporting (status updates have been submitted the past two years) and part of the NAAB accreditation visits every six years. In addition, we regularly engage professionals in reviews nominally two times each semester (mid-term and final). Student work is presented directly to the professionals for assessment and feedback. Although subjective, we receive detailed verbal evaluations and assessments of the quality of work and level of knowledge our students demonstrate during these regular reviews. Of course we also monitor graduation rates and successful academic progress. We hope to expand monitoring of employment after graduation.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

Courses will be provided through three mechanisms.

1. Faculty will be hired to teach in the Orlando program including tenured/tenure accruing professors and adjunct professors.
2. Gainesville based faculty will commute to teach (seminars only that meet one day per week).
3. Electronic communication for simulcast courses (seminar only) so Gainesville and Orlando students can participate in the same content and have discussion.

These mechanisms have been vetted by the School of Architecture Curriculum Committee and presented to the National Architectural Accreditation Board. This will ensure the students have ample access to required and supplemental courses at UF.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more and more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The anticipated revenue collected for CY 2013 is \$381,759. This revenue will be used to cover the costs of the program and the forecasted residual of \$21,465 will be utilized to support college activities (such as faculty, staff and other indirect costs.) The program will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

See Attached Appendix I- *2009 Conditions for Accreditation*

Attached Appendix II - The Nature of the Collaborative Effort

Attached Appendix III - The Record of Collaboration between UF, UCF, and Valencia College.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

The program must document its current performance relative to student learning and the curricular framework for learning and student achievement.

- Programs must demonstrate that graduates are learning at the level of achievement defined for each of the Student Performance Criteria (SPC) that will be listed in this Part. Compliance will be evaluated through the review of student work.
- Programs must also demonstrate their compliance with requirements that address the curricular framework for NAAB accredited degrees.
- Programs must document their processes for evaluating students admitted to the professional degree program.

This Part has four sections that address the following:

- Student Performance. This section includes the Student Performance Criteria (SPC).
- Curricular Framework. This section will address the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education and access to elective study as well as accurate public information concerning the accredited and non-accredited architecture programs. In this section, programs are asked to describe the process by which curriculum is evaluated and how changes or modifications are proposed and implemented.
- Evaluation of Preparatory/Pre-professional Education. The NAAB recognizes that students entering an accredited program from a pre-professional program and those entering an accredited program from a non-pre-professional degree program have different needs, aptitudes and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- Public Information. The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, as well as career information for students and parents.

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment¹⁰:

- **Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.
- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.

¹⁰ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L.W. Anderson & D.R. Krathwold, Eds. (New York; Longman 2001).

- Communicating graphically in a range of media.
 - Recognizing the assessment of evidence.
 - Comprehending people, place, and context.
 - Recognizing the disparate needs of client, community, and society.
-
- A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.
 - A. 2. Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
 - A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
 - A.4. Technical Documentation: *Ability to* make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
 - A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
 - A. 6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.
 - A. 7. Use of Precedents: *Ability to* examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
 - A. 8. Ordering Systems Skills: *Understanding of* the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
 - A. 9. Historical Traditions and Global Culture: *Understanding of* parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
 - A. 10. Cultural Diversity: *Understanding of* the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
 - A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
- B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.
- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking
Skills

A.4. Technical
Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions
and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.8. Environmental Systems

B.9. Structural Systems

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.
- B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
 - Comprehending the business of building.
 - Collaborating and negotiating with clients and consultants in the design process.
 - Discerning the diverse roles of architects and those in related disciplines.
 - Integrating community service into the practice of architecture.
- C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.
 - C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
 - C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
 - C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
 - C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and

- business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

The APR must include:

- A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.
- A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
 - Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).
 - The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)
[NOTE: Elective courses are not to be included on the matrix.]

The Nature of the Collaborative Effort

The Masters in Architecture, City Lab Orlando represents the final piece of a cooperative effort involving Valencia College, University of Central Florida, and the University of Florida. The result is an educational opportunity epitomized by accessibility that serves the interested students and the community of architectural firms exceedingly well. The interested and qualified student can begin with an Associate of Arts degree at Valencia College, then obtain a Bachelors of Design degree from the University of Central Florida, and finally engage the Masters of Architecture degree from the University of Florida. (The latter is a requirement for licensure as an architect.) This cooperative effort avoids expensive duplication while providing the student a clear path to licensure. The current tuition rate is the rate for the funded (E&G) graduate program delivered in residence. The proposed market rate is the self-funded market rate consistent with (and generally below) the peer market rate. The market rate proposal has been discussed with UCF contacts (P. Lartonoix and L. Hepner) and there were no concerns or objections.

Appendix III

From: "Gold, Martin" <mgold@ufl.edu>

Date: Fri, 12 Oct 2012 10:22:26 -0400

To: Nanni, Kenneth Ray <knanni@dce.ufl.edu>

Cc: Silver, Christopher <silver2@dcp.ufl.edu>

Subject: Record of collaboration between UF, UCF and Valencia College - Citylab-Orlando

Ken,

As per your request for more information regarding our educational partners in Orlando, please find a summary narrative and letters transmitted to UCF Administrators including the then Provost Terry Hickey and Vice Provost David Harrison.

The SoA has been working closely with UCF and Valencia College since 2008 to develop what has been referred to often as the 2+2+2 architecture professional degree program. Over that four year period, we have met with the President of Valencia College, Dr. Sandy Shugart, UCF Provosts Dr. Terry Hickey and more recently Dr. Tony Waldrop. We have had extensive meetings regarding coordination issues with the UCF program leader in 2009 Dr. David Harrison and later with Dean Jose Fernandez, Associate Dean Lynn Hepner, Assistant Dean Paul Lartonoix, former Director John Jeronimo and current Interim Director Allen Waters.

Citylab-Orlando's facilities are housed within the UCF Emerging Media Center and there is a formalized contract between UF and UCF with regard to the space allocation and lease agreement that could be provided if needed.

For the entire 2+2+2 program to be successful, which it has been a great success to this point, it required a sustained collaborative effort over the past four years with regular meetings (sometimes monthly) and discussions of curricular content and administrative logistics. The SoA feels this is a shining success story where three institutions worked closely together to produce a path for residents of the greater Orlando area and others from around the US and abroad to achieve the accredited degree required by the Florida Department of Business and Professional Regulation to practice architecture in the state.

None of the partners has engaged in discussions regarding financial structures with their respective programs to my knowledge.

Please feel free to contact any of the UCF and VC representatives listed who are familiar with and have participated within the 2+2+2 program development process. I am happy to provide additional information as needed.

Martin

Martin A. Gold, AIA
Director

School of Architecture | University of Florida College of Design Construction and Planning
231 ARCH | Gainesville, FL 32611- 5702
p. 352.392.0205 ext. 209 | f. 352.392.4606

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The College of Agricultural and Life Sciences’ mission is to provide “lifelong learning in the areas of food, agriculture, natural resources and life sciences as they relate to human resources, the environment, individual communities and a global society.” This program supports the School of Forest Resources and Conservation’s mission to deliver integrated graduate programs with an aim at achieving social, economic and environmental sustainability by educating professionals, scientists, leaders, and citizens. Offering the Geomatics and Ecological Restoration Concentrations of the Master of Science in Forest Resources and Conservation degree will expand the number of students educated by the School of Forest Resources and Conservation, broaden the diversity of students served, generate income to support development and teaching of online courses, and respond to needs expressed by working professionals in Florida and nationwide.

- **Teaching:** The degree programs enable the university to fulfill one of its fundamental purposes, teaching, on a far greater scale to a wide range of clientele. As a part of UF’s land grant mission, UF is the only state university that offers this kind of program that supports sustainable agricultural productivity and protection of natural resources and the environment. The variety of formats provides an opportunity to obtain a University of Florida master’s degree to citizens who wouldn’t otherwise be able to attend due to work and/or location constraints. The College utilizes many of our top faculty to teach in this program. This ensures that program quality, assurance of learning, and overall reputation all remain at optimal levels.
- **Research and Scholarships:** Enrollment in this degree program provides resources for faculty, research, graduate student support and future growth plans. It serves to increase the College’s ability to support and strengthen research advancements and scholarly activity now and in the future.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

- **Service:** The degree program fulfills the university's obligation to *share the benefits of its research and knowledge for the public good*. Students and graduates are better equipped to serve the state's needs and increase the state's capabilities and economic potential.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Science in Forest Resources and Conservation (Concentration in Ecological Restoration and Geomatics) market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

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

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The School of Forest Resources and Conservation will use a number of different measures to ensure program quality and accountability for our students and the university in these concentrations. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

- **Admissions criteria.** Applicants to the online MS in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics are held to the same standards as other graduate students in the School of Forest Resources and Conservation, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.
- **Enrollment numbers.** Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of restoration and surveying and mapping is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future.
- **Student evaluations of programs and instructors.** Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

- **Student Learning Outcomes (SLO) assessments.** Program quality will be closely monitored via SLO assessments conducted at regular intervals for each individual program. Data will be used to make modifications to program administration or courses as needed.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

Courses for the Ecological Restoration and Geomatics concentration are established offerings taught primarily by full-time faculty in the School of Forest Resources and Conservation. We also have courses taught by prominent professionals who are able to provide unique perspectives to students seeking real-world knowledge. These individuals are paid by the revenues generated in the programs. As enrollment grows, we will continue to utilize professionals, graduate students, and adjuncts as needed for our offerings, without incurring resource costs to the University.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as tuition will be based on market place comparisons. The expected revenue collection for the Ecological Restoration concentration for CY 2013 is \$89,199. The Geomatics concentration is new this year with projected CY 2013 revenue of \$81,090. The revenues for these programs will be used to cover the program costs and the estimated residuals (Ecological Restoration \$7,270; Geomatics \$872) will be utilized to support the college activities (such as faculty, staff, and other indirect costs.) The programs will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of Florida Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical Pharmacy

Date	
University Board of Trustees approval date:	September 21, 2012
Proposed Implementation Date (month/year):	January 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

Pricing will be determined by market forces that might result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format. The difference in market tuition rates reflects the fact that the economic factors (supply/demand) differ in the markets for these concentrations and that difference is captured in the request. The tuition for the Clinical Pharmacy concentration is significantly less because it is designed for the European market and the tuition requested is the relevant rate for that market. This concentration is for International students so they may acquire credentials (and knowledge) similar to our Working Professional Doctor of Pharmacy (WPPharmD) program required in the United States. Graduates of this program with this concentration will not be eligible for U.S. licensure because they do not have clinical experience in the U.S. This also is reflected in the learning objectives in as much as the applicant for Clinical Pharmacy would not be eligible for the Medication Therapy Management (MTM) concentration and the Clinical Pharmacy concentration would not be relevant to the MTM applicants who will be licensed U.S. Pharmacists.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The College of Pharmacy promotes the health and welfare of the citizens of Florida and the nation by preparing graduates in Pharmacy to take independent professional responsibility for the outcome of drug therapy in patients. Graduates have the scientific and cultural background necessary to assume leadership roles in the profession and the community. The programs fit with the strategic goal of expanding and developing new entrepreneurial and lifelong learning opportunities within the university.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The Master of Science in Pharmacy market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

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

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional programs, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow through recruiting quality graduate students. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate, from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the programs.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

- **Student Satisfaction.** A large part of recruiting efforts for the programs involves word of mouth advertising. Students and graduates of the programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The College of Pharmacy will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate, when warranted, to continue to produce highly valuable and successful programs.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Pharmacy has been offering online graduate education to working professionals for 10 years under Continuing Education Rule 6C-8.002(2)(b)4. We have always been able to provide sufficient courses to meet student demand by using academically and/or professionally qualified faculty. All courses in the UF Master of Science in Pharmacy programs are taught by full- or part-time UF faculty with approximately 85% of courses taught by full-time UF faculty. The course schedule and instructors are determined before students are admitted. These concentrations have been successfully delivered on a cost recovery basis for the past two years.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more important for the university to find alternative sources of funding. The ability to charge market rate allows the university the opportunity to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be minimal as the tuition will be based on market place comparisons. The expected revenue collection for the Medication Therapy Management concentration for CY 2013 is \$276,024. The Clinical Pharmacy concentration is projecting CY 2013 revenue of \$210,375. The revenues for these programs will be used to cover the program costs and the estimated residuals (Medication Therapy Management \$3,587; Clinical Pharmacy \$9,414) will be utilized to support the college activities (such as faculty, staff, and other indirect costs.) It is anticipated that a private vendor

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

may be used to provide marketing and student recruitment support for both programs. The programs will operate under the auxiliary budget entity through Distance and Continuing Education.

Other Information

**State University System
Market Tuition Proposals**

University of Florida	Proposal 1	Proposal 2	Proposal 3		Proposal 4		Proposal 5	
Degree Program	Master of Arts in Art Education CIP 13.1302	Master of Architecture CityLab Orlando CIP 04.0201	Master of Arts in Mass Communication CIP 09.0102		Master of Science in Forest Resources and Conservation CIP 03.0599		Master of Science in Pharmacy CIP 51.2099	
			Social Media	Web Design/Online Communication	Ecological Restoration	Geomatics	Medication Therapy Management	Clinical Pharmacy
Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Does the program lead to initial licensing or certification?	No	Yes	No	No	No	No	No	No
Is the program identified as a state critical workforce need?	No	No	No	No	No	No	No	No
Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Current Tuition Rate	\$19,800	\$27,277	\$28,050	\$18,150	\$14,744	\$14,744	\$20,702	\$15,300
Proposed Market Tuition Rate	\$21,780	\$38,176	\$30,855	\$19,965	\$16,218	\$16,218	\$22,772	\$16,830
5 Other Public/Private Rates for Similar Program:								
University name and rate:	Boston Univ - \$21,216	Univ of Miami - \$73,924	Southern New Hampshire Univ - \$24,453	Univ of Denver - \$24,536	Penn State Univ- \$25,760	Penn State Univ- \$25,760	Univ of Southern California - \$51,984	Univ of Southern California - \$51,984
University name and rate:	East Carolina Univ - \$26,136	Univ of Kansas - \$49,350	Northeastern Univ - \$24,525	Full Sail Univ - \$31,000	California- \$39,760	California- \$39,760		
University name and rate:	Institute College of Art- \$30,320	Univ Colorado - \$48,792	Johns Hopkins Univ- \$43,930	Hampshire Univ - \$24,453	Oregon State Univ- \$21,510	State Univ- \$10,440		
University name and rate:	Texas Tech Univ - \$20,088	Univ of Michigan - \$44,624	The New School - \$41,415	College of Art & Design - \$64,000	State Univ- \$10,440	Oregon State Univ- \$21,510		
University name and rate:	Ohio State Univ - \$21,930	Univ of South Florida - \$26,697						
Length of Program (SCH)	36	52	33	33	30	30	33	36
Student Enrollment (Headcount):								
Resident	30	11	10	15	6	5	10	10
Non-Resident	35	9	23	35	5	5	15	15
Total	65	20	33	50	11	10	25	25
Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes	Yes	Yes	Yes	No	No	No	No
University and program name:	UCF- M.Ed. Art Education	FAMU- Master of Architecture	USF- MA Mass Communication Specialization Media Studies	USF- MA Mass Communication Specialization Strategic Communication Management				
University and program name:	FIU- MS Art Education	FIU- Master of Architecture	FIU- MS Mass Communication Specialization Global Strategic Communications	FIU- MS Mass Communication Specialization Global Strategic Communications				
University and program name:	FSU- MS Art Education	USF- Master of Architecture	UWF- MA Communication Arts Specialization Strategic Communication and Leadership	UWF- MA Communication Arts Specialization Strategic Communication and Leadership				
University and program name:			FAU- MA Communication Studies	FAU- MA Communication Studies				
Different Rate for Resident vs. Non-Resident (NR)?	No	No	No	No	No	No	No	No

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University of South Florida
Market Tuition Proposals
November, 2012

- a. Master in Business Administration with a concentration in Sport and Entertainment Management
- b. Master of Arts in Global Sustainability
- c. Master of Education in Curriculum and Instruction with a concentration in Secondary Education: (TESOL - Teaching English to Speakers of Other Languages)
- d. Graduate Certificate in Business Foundations

August 22, 2012

Frank T. Brogan, Chancellor
State University System of Florida
325 W. Gaines Street, # 1614
Tallahassee, FL 32399

Dear Chancellor Brogan:

In accordance with BOG Regulation 7.001 (15)(a)2, the University of South Florida (USF) is requesting a special exception to implement market tuition for a graduate program leading to certification in a State critical workforce need area on the basis that implementation of market tuition will increase the number of graduates in the State of Florida.

The Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL (Teaching English to Speakers of Other Languages) is offered through USF's College of Education (COE). The concentration was approved by the Graduate Council in 2009 and made effective fall semester of 2009. The first group of students was admitted into this program in spring 2010. Admission to this graduate degree program is based on a holistic evaluation of demonstrated potential to complete successfully all of the course requirements specific to the degree. An overview of the program follows.

Program Curriculum

ESOL (English for Speakers of Other Languages) training is provided by Colleges of Education throughout the State of Florida to mainstream teachers. The USF M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL distinguishes itself from these programs in that it offers to teachers a TESOL specialization.

The M.Ed. with TESOL specialization is a fully online, 24 month, 33 credit hour program; the focus in TESOL includes:

- 3 core courses in professional education which provide the necessary foundation in educational theories
- 1 course in current trends in foreign language/ESOL
- 5 ESOL specialization courses, and
- 2 elective courses in the ESOL field

Job Outlook and Career Options

Due to the growth of the immigrant population, the U.S. Bureau of Labor Statistics projects a 15 – 17% employment growth for ESL Teachers in the period 2008 – 2018. The online M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL will train teaching professionals on innovative models of education preparing them for the demands of teaching an increasing number of English language learners in the schools. Career opportunities for graduates of this program also extend globally. “Asia is widely regarded as one of the world's top TESOL job destinations. This is mainly due to the fact that there are hundreds of millions of people learning English in Asia and they all need TESOL teachers” (teach-overseas.com.au/continents/asia/).

Admissions Data

If the USF College of Education is permitted to establish market tuition rates for the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, the number of students admitted, and consequently the number of graduates, will increase. Since the program’s inception, the COE has been admitting a growing number of applicants. The table below shows the history of applicants and admits since the M.Ed. with TESOL specialization was approved in 2009:

Year	Applicants	Admitted
2010	14	10
2011	31	22
2012	50	29

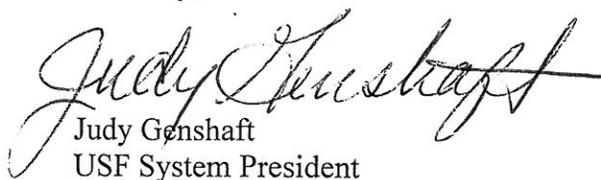
Strong Institutional Profile

USF’s M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is one of the pioneer programs in ESOL Education in the State of Florida. Very few universities offer an online M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, or other related program, with a focus on K-12 TESOL. With a strong group of ESOL faculty in the Department of Secondary Education of USF’s College of Education, USF is well positioned to serve students at the state, regional and global levels.

We look forward to your favorable consideration of this request for special exception.

Please contact me if additional information is needed.

Sincerely,



Judy Genshaft
USF System President

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of South Florida

Date	
University Board of Trustees approval date:	TBD
Proposed Implementation Date (month/year):	January 2013
Market Tuition Rate Process	
<p>Explain the process used to determine market tuition.</p> <p>The Graduate Certificate in Business Foundations (CIP Code: 52.0101) provides an intensive, graduate level introduction to business concepts, tools, and techniques across three critical dimensions: decision making, measurement, and market orientation. The 16 credit hour program prepares current and aspiring managers to effectively contribute to strategic and operating decisions within their organizations and professions; it also fulfills prerequisite requirements and serves as a pathway for entry into the MBA Program. The Graduate Certificate in Business Foundations at the University of South Florida is not currently offered online.</p> <p>Approval is being sought to charge market tuition in the amount of \$950/credit hour for both resident and non-resident students for a fully online Graduate Certificate in Business Foundations program. In subsequent years, market conditions could result in an increase in tuition; any increase, per BOG requirement, will not exceed 15% per year.</p> <p>The requested market tuition rate was developed based on program cost, expected enrollment, and the costs of similar but not identical programs offered at six AACSB-accredited schools (see table below). Unaccredited programs were excluded from consideration.</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University (Program)	Public/Private	Online Tuition per Credit Hour (Resident)	Online Tuition per Credit Hour (Non-Resident)
University of Massachusetts Dartmouth	Public	\$1,325/credit hour 12 credit hour program Program total - \$15,900	\$1,325/credit hour 12 credit hour program Program total - \$15,900
Meredith College Raleigh, NC	Private	\$682/credit hour 12 credit hour program Program total - \$8,184	\$682/credit hour 12 credit hour program Program total - \$8,184
St. Louis University St. Louis, MO	Private	\$935/credit hour 18 credit hour program Program total - \$16,830	\$935/credit hour 18 credit hour program Program total - \$16,830
University of North Carolina Greensboro, NC	Public	\$1,353/credit hour 12 credit hour program Program total - \$16,236	\$1,572/credit hour 12 credit hour program Program total - \$18,864
University of Wisconsin Oshkosh, WI	Public	\$710/credit hour 12 credit hour program Program total - \$8,520	\$710/credit hour 12 credit hour program Program total - \$8,520
Marshall University Huntington, W VA	Public	\$346/credit hour 15 credit hour program Program total - \$5,190	\$855/credit hour 15 credit hour program Program total - \$12,825

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Graduate Certificate in Business Foundations is designed to increase interest in graduate education in business; grow enrollment in the MBA program by offering a non-degree opportunity to “sample” graduate study in business; provide an opportunity for non degree-seeking students to acquire the business knowledge, skills, and abilities that will help them advance in their careers; fulfill the common body of knowledge and breadth of requirements addressed in MBA foundation courses; offer a well-designed, coherent graduate level program in business to complement graduate study in other disciplines at USF; and serve as a pathway for admission to the MBA program.

Florida Board of Governors Strategic Plan

To realize its mission and vision for the State University System, the Board of Governors identified three critical points of emphasis in its 2012-2025 Strategic Plan: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. The Board further identified strategic initiatives at the intersection of each of these points of emphasis with universities’ teaching and learning; scholarship,

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

research and innovation; and community and business engagement missions. The proposed market tuition Graduate Certificate in Business Foundations aligns with these Board initiatives:

Excellence

A market tuition online Graduate Certificate in Business Foundations will make a high-quality, readily accessible introduction to graduate study in business available globally to a fully-employed and often place-bound student population. Residual revenue will be used to enhance the teaching and research missions of the College of Business and University of South Florida by providing funding for additional faculty positions, graduate assistantships, and faculty grants in support of research. The proposed program will support excellence in community and business engagement by providing an opportunity for non degree-seeking students to acquire the business knowledge, skills, and abilities that will help them advance in their careers and support innovation and economic development.

Productivity

The market tuition program is proposed with the goal of increasing interest in graduate education and growing graduate enrollment by offering a non-degree opportunity to “sample” graduate study in business and meet foundation requirements for further study in business. Online delivery will increase program efficiency and potentially increase enrollment and graduation rates for the MBA. Students enrolled in non-business online graduate programs will have the opportunity to enroll in the proposed program to complement their other graduate studies. For example, for students enrolled in engineering or health sciences graduate programs, the proposed program can provide the basic business skills to support entrepreneurial commercialization activities.

Strategic Priorities for a Knowledge Economy

A market tuition online Graduate Certificate in Business Foundations will create opportunities for students enrolled in STEM programs and other areas of strategic emphasis to gain business skills critical to managing public and private sector ventures.

University of South Florida System Strategic Plan

The proposed market tuition program aligns with goals outlined in the USF System Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The proposed market tuition online Graduate Certificate in Business Foundations will augment and complement the rich array of USF graduate programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The online program will provide expanded access to intellectually challenging graduate education in business to a qualified and diverse student

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

body within the state, regionally and globally. Because the program creates a “pathway” to admission to College of Business graduate programs, it is expected to support enrollment growth in the MBA and other master’s level business programs. Additionally, students enrolled in non-business online graduate programs will have the opportunity to enroll in the proposed program to complement their other graduate studies.

Impactful Research, Economic Leadership, and Community Engagement

The proposed program directly supports SUS and USF System goals of meeting professional and workforce needs across the state and region in support of economic development. According to the U.S. Bureau of Labor Statistics, employment in the occupation group Business and Financial Operations is forecast to increase by 17.3% in the decade spanning 2010 – 2020. Based on this information, students completing the Graduate Certificate in Business Foundations will be well positioned for career opportunities in this area. A market tuition online Graduate Certificate in Business Foundations will directly support research and innovation by providing additional financial resources to enhance the research missions of the College of Business and University of South Florida by funding additional faculty positions, graduate assistantships, and faculty grants in support of research.

Innovation and Engagement to Build Sustainable University-Community Partnerships and Collaboration

The proposed program indirectly supports innovation and university-community engagement by providing an opportunity for USF non-degree seeking students and students pursuing graduate studies in STEM, health sciences, and other non-business fields to gain the necessary business skills to effectively manage commercialization efforts in complex organizations and entrepreneurial ventures.

Consistency with USF Strategic Initiatives

The proposed market rate online Graduate Certificate in Business Foundations directly or indirectly supports the following USF strategic goals and initiatives:

Access and production of degrees: The proposed program directly supports access to and the production of graduate degrees by providing an opportunity for working professionals who are unable to attend the existing on-campus certificate program at USF due to distance or time constraints to complete business foundation requirements for graduate degrees in business.

Building world-class academic programs and research capacity: Residual revenue will be used to enhance the teaching and research missions of the College of Business and University of South Florida by providing funding for additional faculty positions, graduate assistantships, and faculty grants in support of research.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Meeting community needs and fulfilling unique institutional responsibilities: The proposed market tuition online program creates a “pathway” to admission to College of Business graduate programs. The proposed program directly supports USF’s institutional priorities of economic and workforce development.

Specific Benefits to Key Stakeholders

For Students. The target student population is working professionals, entrepreneurs and small business owners, students who are interested in graduate degree programs in business, and students pursuing non-business graduate degrees who want to complement their discipline with knowledge, skills, and abilities in business. The online format would extend student access and support student success throughout the State of Florida and would also provide global access to graduate education for business. This is consistent with the vision of the University to have state, national and global impact.

For Research and Scholarship. The proposed market tuition online Graduate Certificate in Business Foundations will directly support research and innovation by providing additional financial resources to enhance the research missions of the College of Business and University of South Florida by providing funding for additional faculty positions, graduate assistantships, and faculty grants in support of research.

For the State of Florida and the Tampa Bay Community. The proposed program will enable place-bound students to develop and enhance the business knowledge, skills and abilities critical to success in an increasingly competitive global environment and support economic and workforce development, entrepreneurial ventures, and commercialization of technology.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation:

University of South Florida’s market tuition online Graduate Certificate in Business Foundations program will not increase the State’s fiscal liability or obligation.

Restrictions / Limitations

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

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

The College of Business has a robust assessment process that evaluates student learning for each academic program and major course of study at least once each year and demonstrates how results are used for program improvement. Learning outcomes and assurance of learning policies and procedures for a market tuition online Graduate Certificate in Business Foundations will be consistent with those of the on-site program. Consistent with University policy, an in-depth review of all programs is conducted at least once every seven years.

Additional success metrics for the proposed market tuition program include:

- **Student Enrollment.** If the online Graduate Certificate in Business Foundations program attracts sufficient qualified students to reach a total unduplicated headcount of 25 students in the first year and 75 students per year by the third year of the program, the market rate policy would be considered successful. The Certificate in Business Foundations is a new program and has no enrollment history.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online Graduate Certificate in Business Foundations program to others.
- **Employer Satisfaction.** Because many students will be fully-employed working professionals, the satisfaction of employer organizations, many of whom will reimburse students for all program costs, will be critical to the ongoing success of the program. Employer satisfaction would be measured via surveys and focus groups. An additional indicator would be the number of employer organizations willing to sponsor additional students over a five-year period.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Business is committed to ensuring the timely delivery of all courses in the online program. The proposed market tuition Graduate Certificate in Business Foundations is a fixed set of seven courses taken by all students. The schedule for the program will be finalized well in advance, with faculty resources allocated to meet the needs of both on-site and online programs. Incremental funds accrued by the program would allow the hiring of additional part-time faculty to collaborate on and teach courses in both the on-site and online programs. Extraordinary demand would be met by hiring additional full-time faculty to support the program.

Online advising and counseling as well as early intervention for students struggling academically will help ensure that students complete the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

The economic reality of higher education funding in Florida and throughout the country is that state support will continue to decline as a percentage of total resources required to meet teaching, research, and service missions. Recognizing the dimensions of the challenge, the Florida Legislature provided universities additional flexibility to increase tuition and fees to compensate for declining state funding. Addressing the revenue gap has been a priority for the Board of Governors and is a continuing strategic initiative for both the College of Business and the University of South Florida.

A market tuition online Graduate Certificate in Business Foundations provides an opportunity to meet local, regional, and global demand for a high-quality program targeted to place-bound working professionals that will cover all educational costs of delivering the program and provide incremental funds to support on-site business programs.

An innovative program designed to educate and extend the reach and reputation of the College of Business beyond traditional on-site graduate education in business, a market tuition online Graduate Certificate in Business Foundations will provide a unique educational opportunity for working professionals and individuals disadvantaged by distance and time constraints

Estimated annual revenue for the market tuition Graduate Certificate in Business Foundations program is \$380,000 (25 students, 16 credit hours, \$950/credit hour). A portion of the revenue will be used to recover costs for online course development and delivery of the program. The residual revenue generated each year will be used to enhance online and on-site programs by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students.

Although private vendors will not be used, well-qualified academics and practitioners in the field of business will be sought as adjunct faculty. The revenue from the online program will be budgeted/managed in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 52.0101

Currently the Graduate Certificate in Business Foundations is not offered online and is not offered on a self-supporting basis through continuing education.

With the approval of this program for market tuition, the Graduate Certificate in Business Foundations will be developed to a fully online program and offered to non-traditional students who are unable to attend a program on campus. The market tuition format provides opportunities for USF to increase access to the program as it provides resources that will cover costs associated with course development and program delivery throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program will be offered in addition to an existing E&G-funded Graduate Certificate in Business Foundations that is currently offered; the new program will not supplant existing University offerings funded by State appropriations.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of South Florida

Date			
University Board of Trustees approval date:	TBD		
Proposed Implementation Date (month/year):	August 2013		
Market Tuition Rate Process			
<p>Explain the process used to determine market tuition.</p> <p>The University of South Florida's Patel School of Global Sustainability currently offers a fully online Master of Arts in Global Sustainability through the College of Graduate Studies. CIP Code: 30.3301.</p> <p>Approval is being sought to charge a market tuition rate in the amount of \$750/credit hour for both resident and non-resident students for the fully online Master of Arts in Global Sustainability program (33 credit hours). In subsequent years, market conditions could result in an increase in tuition. Any increases, per BOG requirement, will not exceed 15% per year.</p> <p>The USF Master of Arts in Global Sustainability is a specialized program that is offered by very few universities using an online format. The requested market tuition rate is based on the costs of the following Master of Arts programs that are similar, but not identical to the proposed program.</p>			
University (Program)	Public/Private	Tuition per Credit Hour (Resident)	Tuition per Credit Hour (Non-Resident)
Arizona State University (Master of Advanced Study: Sustainable Tourism) Online	Public	\$536/per credit (with fees) 31 hour program (7.5 week terms) Program total - \$16,616	\$536 /per credit (with fees) 31 hour program (7.5 week terms) Program total - \$16,616
St. Louis University (Master of Sustainability) Cross disciplinary	Private	\$990/per credit (no fees) 30 hour program Program total - \$29,700	\$990/per credit (no fees) 30 hour program Program total - \$29,700
University of California Santa Barbara (Environmental Science and Management)	Public	California residents pay only fees: \$26,132	Non-residents pay tuition and fees: \$41,234
Harvard University (Sustainability and Environmental Management) Partially Online	Private	\$19,000 to \$24,000 depending on thesis or capstone track	\$19,000 to \$24,000 depending on thesis or capstone track
George Mason University (Masters of Interdisciplinary Studies – Energy and Sustainability Concentration)	Public	\$478.75/per credit (without fees) 36 hour program Program total - \$17,235	\$1142.50/per credit (without fees) 36 hour program Program total - \$41,130

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

University of South Florida System Strategic Plan

The proposed market tuition Master of Arts in Global Sustainability program aligns with goals outlined in the USF System Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The USF System will require its institutions to provide a rich array of academic programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The USF System will enable access to these programs to qualified and diverse students and will promote student learning and success throughout the System by supporting activities that result in retention and graduation at higher than externally predicted rates, employment or admission to graduate or professional schools at specified rates, lower than average student debt loads, and higher than average satisfaction when compared to peer institutions.

Impactful Research, Economic Leadership, and Community Engagement

The USF System will coordinate and promote research and innovation by providing information and services creating synergies among faculty across the System and fostering external partnerships. These activities will lead to measurable increases in the creation, dissemination, and utilization of new knowledge. In addition, the USF System will coordinate the activities and promote synergies among its institutions to become a major economic engine for the region and the state. It will do so by challenging its institutions to increase the production of graduates in high demand fields; increase applied research supported by the private sector; and incubate a significant number of new companies, agencies, and occupations.

The USF System will also challenge its institutions to further increase their level of community engagement by sharing best practices, by supporting their applications to achieve the Carnegie "Community Engaged" designation, and by facilitating increased collaborations among institutions and across the region. For its leadership in strengthening the economy and community engagement, the USF System will be recognized as the key unifying element for the region.

For Students. Very few universities offer an online Master of Arts in Global Sustainability, or related programs. With a strong group of multidisciplinary faculty in the Patel School of Global Sustainability, USF is well positioned to serve students nationally and internationally, as the premier knowledge provider in the field of Global Sustainability. Additional funding generated by a market tuition online Master of Arts in Global Sustainability would not only increase student access and success within the State of Florida, but would also provide access to sustainability education around the world. This is consistent with the USF System Strategic Plan to have state, national, and global impact.

For Research and Scholarship. Organizations, institutions, and companies from which many of the

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

students (researchers and working professionals) are to be recruited are likely to serve as sites for data collection for research and case writing. Further, participating faculty members also have the potential to gain access to these organizations to showcase their research, thereby increasing the prospects of grant/contract funding from these organizations. Additionally, a market tuition Master of Arts in Global Sustainability, having global reach, has the potential to attract high achieving graduate students to the USF Patel School of Global Sustainability graduate program. In summary, a market tuition online Master of Arts in Global Sustainability program has the potential to enhance the research productivity of USF's Patel School of Global Sustainability.

For the State of Florida and the Tampa Bay Community. A market tuition program will fund increased opportunities for the USF Master of Arts in Global Sustainability program to train members of the workforce throughout the State of Florida on innovations in sustainability, empower them with the necessary skills needed to compete for the new jobs that are being created in the 21st Century knowledge-based green economy, and expose them to emerging research.

Florida Board of Governors Strategic Plan

The following statements address the alignment of the proposed market tuition USF Master of Arts in Global Sustainability program with the Board of Governors system priorities for the State University System - Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement - with three points of emphasis: Excellence, Productivity, and Strategic Priorities. (State University System Board of Governors Strategic Plan 2012-2025).

Access and production of degrees: The proposed market tuition program provides resources to increase access to the fully online Master of Arts in Global Sustainability program for working professionals and others. The proposed program is therefore likely to increase the production of degrees granted by USF.

Meeting statewide professional and workforce needs: The proposed market tuition for the online Master of Arts in Global Sustainability program will increase opportunities to train members of the workforce for the new types of jobs that are being created due to innovations in sustainable technology.

Building world-class academic programs and research capacity: The proposed market tuition Master of Arts in Global Sustainability program resides in the Patel School of Global Sustainability and is offered through the College of Graduate Studies. USF's Master of Arts in Global Sustainability is regarded as a quality program, as evidenced by an internationally diverse pool of students with strong academic credentials seeking enrollment. The proposed market tuition program will further increase the visibility and global footprint of the USF Master of Arts in Global Sustainability, thereby increasing the reputation of USF and the Master of Arts in Global Sustainability program. The resources generated from a market tuition program will be used to enhance the research capacity of the Patel School of Global Sustainability. Increased visibility of the USF program and brand will attract even higher quality graduate students to enroll in the graduate program, leading to higher quality research output.

Meeting community needs and fulfilling unique institutional responsibilities: USF will continue to fulfill its institutional responsibilities by embracing opportunities such as the BOG market tuition program to generate greater access to graduate education. Employers expected to add 3,385 green

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

jobs between 2010 and 2011, amounting to 45,807 green jobs in 2011 at a growth rate of 8.0 percent. (State of Florida Green Jobs Survey Report 2010). According to the U.S. Bureau of Labor Statistics (BLS), the forecast for employment in the occupation group *Architecture and Engineering* is an increase by 10.4% in the decade spanning 2010 – 2020. By providing additional resources for online access to the Master of Arts in Global Sustainability program, USF is providing educational and career advancement opportunities throughout the State of Florida and beyond. This potentially leads to economic investments in the State of Florida by resident and non-resident individuals and businesses.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition online Master of Arts in Global Sustainability program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

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

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success metrics for the proposed online Master of Arts in Global Sustainability market tuition program also include:

- **Student Enrollment.** If the online Master of Arts in Global Sustainability program attracts sufficient qualified students to reach a cohort size of 15 or more, then the market rate policy is a success.
- **Student Quality.** Student quality for the program will be determined by GPAs, letters of recommendation, and overall student profile including previous work experience.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online Master of Arts in Global Sustainability program to others.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

The schedule for the program will be finalized well in advance, with faculty resources committed. Historically, for the existing Master of Arts in Global Sustainability program, the availability of courses has not been an issue. The market tuition program is comprised of a fixed set of courses that all students would be required to take. USF is committed to ensuring the timely delivery of all the courses for the program. Extraordinary demand would be met by hiring additional faculty using funds accrued by the market tuition program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Given the continued decline in the State of Florida's financial support of public universities, institutions of higher education are exploring alternate sources of funding that are supported by the BOG. One such opportunity is the market tuition program for the online Master of Arts in Global Sustainability proposed by USF's Patel School of Global Sustainability.

The Patel School of Global Sustainability programs such as the Master of Arts in Global Sustainability empower students with skills needed in today's green economy. The continued development and delivery of these programs prepare the workforce with the necessary knowledge and skills that new jobs demand, thereby providing employers with a workforce for jobs in sustainability and creating opportunities for graduates to advance their careers.

The online Master of Arts in Global Sustainability market tuition program will provide a greater number of students with a new set of skills that are in great demand in today's workplace, including opportunities relating to many emerging organizations. Working professionals and individuals disadvantaged by distance and time constraints would have access to a program that would provide many sought-after skills.

Estimated revenue for a market tuition Master of Arts in Global Sustainability program is \$371,250 (15 students; 33 credit hours; \$750/credit hour). A portion of the revenue will be used to support the delivery of the program. The residual revenue generated each year will be used to enhance the Master of Arts in Global Sustainability program by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in new research areas, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents.

Private vendors will not be utilized. The revenue from the online Master of Arts in Global Sustainability program will be budgeted in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 30.3301

Currently the Master of Arts in Global Sustainability online program is not offered on a self-supporting basis through continuing education. Enrollments reported in the USF Market Tuition Proposal

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Summary Spreadsheet are E&G enrollments.

The market tuition format provides opportunities for USF to increase access to the Master of Arts in Global Sustainability program as it provides resources that will cover costs associated with the delivery of Master of Arts in Global Sustainability programs throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program will be offered in addition to the E&G-funded program that is currently offered and does not supplant existing University offerings funded by State appropriations.

Additional information requested by the BOG:

M.A. in Global Sustainability – The program website states that a \$7,500 fee is charged to cover the cost of the Interdisciplinary Seminar and Internship.

- Will this fee also be charged for market tuition rate cohorts? **YES**

- What is the current authority for charging this fee?

A fee in the amount of \$10,000/student was approved at the USF System Board of Trustees Meeting on December 3, 2009 to cover costs associated with technology fees, residency, study abroad costs, etc. This fee was subsequently reduced to \$7500/student to cover the above costs.

- Are the Interdisciplinary Seminar and Internships required as part of the curriculum? **YES**

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of South Florida

Date	
University Board of Trustees approval date:	TBD
Proposed Implementation Date (month/year):	August 2013

Market Tuition Rate Process

Explain the process used to determine market tuition.

The University of South Florida's College of Business currently offers an MBA in Business Administration with a Concentration in Sport and Entertainment Management. CIP Code: 52.0201. The MBA in Business Administration with a Concentration in Sport and Entertainment Management is not currently offered online.

Approval is being sought to charge a market tuition rate in the amount of \$750/credit hour for both resident and non-resident students for a fully online MBA in Business Administration with a Concentration in Sport and Entertainment Management program (32 credit hours). In subsequent years, market conditions could result in an increase in tuition. Any increases, per BOG requirement, will not exceed 15% per year.

The MBA in Business Administration with a Concentration in Sport and Entertainment Management is a specialized program that is offered by few schools using an online format. The requested market rate tuition is based on the costs of programs that are similar, but not identical to the proposed MBA in Business Administration with a Concentration in Sport and Entertainment Management program. Fees are included in the cost:

University (Program)	Public/Private	Tuition per Credit Hour (Resident)	Tuition per Credit Hour (Non-Resident)
Ohio University MS Athletic Administration (online)	Public	\$547/credit hour 36 credit hour program Program total - \$19,692	\$566/credit hour 36 credit hour program Program total - \$20,376
St. Leo's University MBA-Sport Business (online)	Private	\$630/credit hour 36 credit hour program Program Total - \$22,680	\$630/credit hour 36 credit hour program Program Total - \$22,680
University of Massachusetts - Amherst MBA (online)	Public	\$750/credit hour 37 credit hour program Program total - \$27,750 (total includes a one-time entering fee of \$357)	\$750/credit hour 37 credit hour program Program total - \$27,750 (total includes a one-time entering fee of \$357)
New York University MS Sports Business (offered through the School of Continuing and Professional Studies – not online)	Private	\$1,511/credit hour 42 credit hour program Program total - \$63,462	\$1,511/credit hour 42 credit hour program Program total - \$63,462

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Texas A&M MS Sports Management (online)	Public	\$1,617/1 course (3 credits) \$3,061/2 courses \$4,505/3 courses 36 credit hour program Approx. program total – \$18,020	\$2,550/1 course (3 credits) \$4,927/2 courses \$7,304/3 courses 36 credit hour program Approx. program total – \$29,216
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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed online market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management aligns with Board, University, and College missions and strategic plans and supports USF's strategic goals:

Florida Board of Governors Strategic Plan

To realize its mission and vision for the State University System, the Board of Governors identified three critical points of emphasis in its 2012-2025 Strategic Plan: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. The Board further identified strategic initiatives at the intersection of each of these points of emphasis with universities' teaching and learning; scholarship, research and innovation; and community and business engagement mission. The proposed program aligns with these Board initiatives:

Excellence

A market tuition online MBA in Business Administration with a Concentration in Sport and Entertainment Management targeted specifically to working professionals in the global sport and entertainment industry will be a signature program of the College of Business. As a highly differentiated, immediately competitive program characterized by industry partnerships, a rigorous curriculum, and a global focus, the proposed program will provide access to graduate study in the business of sport and entertainment management to a fully-employed and often place-bound student population, gaining recognition for and enhancing the reputation of the University's academic programs. Market tuition revenue will cover the cost of online course development and program delivery; residual revenue will be used to enhance the teaching and research missions of the College and University of South Florida by funding additional faculty positions, graduate assistantships, and faculty grants in support of research. The proposed program will support excellence in community and business engagement by providing an opportunity for professionals working in the field to acquire up-to-date business knowledge, skills, and abilities. This will allow place-bound professionals to update their skill sets, and will help them advance in their careers. The program will further support innovation and community engagement by having the working professional students mentor the on-campus students, thus partnering with state, regional and national sport and entertainment organizations.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Productivity

The proposed online program will increase access to graduate study in the business of sport and entertainment management within the state and region. Online delivery will make the program attractive to managers and professionals in the global sport and entertainment industry and increase program efficiency. Organizations from which students in the proposed program are likely to be drawn are expected to serve as sites for data collection that will support research in the sport and entertainment industry.

Strategic Priorities for a Knowledge Economy

The proposed program directly supports the SUS goal of meeting professional workforce needs. As sports at all levels have grown in importance and economic impact, so has the need for well-prepared, professional managers at all levels. Because the proposed program will support partnerships with sport and entertainment organizations, there are significant opportunities for collaboration, for external support for research activities, and for enhanced business/community engagement. Many of the students will be working professionals; therefore, they will have a need for new skills and knowledge. An integral part of the MBA in Business Administration with a Concentration in Sport and Entertainment Management is enabling the workforce to meet the challenges their organizations are facing and lead them forward.

University of South Florida System Strategic Plan

The proposed market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management program aligns with the mission and goals outlined in the USF System Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The proposed online market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management will augment and complement the rich array of USF graduate programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The online program will provide expanded access to intellectually challenging graduate education in business to a qualified and diverse student body and will promote student engagement, learning and success within the state, regionally and globally. This will be accomplished by recruiting a diverse group of working professionals from around the globe and from a variety of sport and entertainment segments. The diverse group of professional students will be linked together with each other to further enhance learning excellence. Further, their roles as mentors of USF's on-campus students will help ensure the broadest professional network and opportunities for career growth.

Impactful Research, Economic Leadership, and Community Engagement

The proposed program directly supports SUS and USF System goals of meeting professional and

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

workforce needs across the state and region in support of economic development. It also supports research and innovation by providing additional financial resources to enhance the research missions of the College of Business and University of South Florida via additional faculty positions, graduate assistantships, and faculty grants in support of research.

Consistency with USF Strategic Initiatives

The proposed market rate online MBA in Business Administration with a Concentration in Sport and Entertainment Management directly or indirectly supports the following USF strategic initiatives:

Access and production of degrees: The proposed program directly supports access to and the production of graduate degrees by providing an opportunity for working professionals who are unable to attend the existing on-campus MBA in Business Administration with a Concentration in Sport and Entertainment Management at USF due to distance or time constraints.

Meeting statewide professional and workforce needs: The online MBA in Business Administration with a Concentration in Sport and Entertainment Management program directly supports the SUS goal of meeting statewide professional and workforce needs across the state. Florida is home to an extraordinary number of sport franchises in football (3), hockey (2), basketball (2), and baseball (3) while 13 additional major league baseball franchises hold their spring training in Florida and 28 minor league baseball clubs are based in Florida. As sports and sport/entertainment organizations have grown in importance and economic impact in the state, the need and demand for high-quality, relevant, accessible graduate education has grown.

Building world-class academic programs and research capacity: None of the SUS institutions offers a fully online MBA in Business Administration with a Concentration in Sport and Entertainment Management that targets working professionals in the field. Sponsoring organizations/employers are expected to partner with College of Business faculty, providing opportunities for research that will have the potential to change industry practice both in the U.S. and abroad. The proposed online program will further increase the visibility and global footprint of the USF College of Business and the reputation of the University's undergraduate and graduate programs.

Meeting community needs and fulfilling unique institutional responsibilities: The proposed market tuition online program is aligned with USF's strategic priorities by expanding world-class interdisciplinary research, creative, and scholarly endeavors; promoting globally competitive programs that support interdisciplinary inquiry; and expanding local and global engagement activities.

Specific Benefits to Key Stakeholders

For Students. The target student population is working professionals in the global sport and entertainment industries. The proposed program will provide a unique opportunity for these individuals to enhance their knowledge, skills, and abilities by completing a fully-accredited MBA in Business Administration with a Concentration in Sport and Entertainment Management while continuing to work full time. To our knowledge, no similar program is currently available online. With

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

a strong group of faculty in sport and entertainment management as well as traditional business disciplines, the MBA in Business Administration with a Concentration in Sport and Entertainment Management is well positioned to serve students globally as the premier knowledge provider in the sport and entertainment space. The online format would extend student access and success throughout the State of Florida and would also provide global access to sport and entertainment management education. This is consistent with the vision of the University to have state, national and global impact.

For Research and Scholarship. The sport and entertainment organizations from which the students in the proposed program will be drawn are expected to serve as sites for data collection for research and case writing. Further, participating faculty members also have the potential to gain access to these organizations to showcase their research, thereby increasing the prospects of grant/contract funding from these organizations. In summary, the online MBA in Business Administration with a Concentration in Sport and Entertainment Management program has the potential to enhance the research productivity of USF's College of Business as well as the Management department.

For the State of Florida and the Tampa Bay Community. The proposed program will enable fully employed professionals in the sport and entertainment industry in the Tampa Bay community, in Florida and globally to enhance the knowledge skills and abilities critical to success in this rapidly growing and globalizing industry.

For the Full-time Graduate Students in the USF MBA in Business Administration with a Concentration in Sport and Entertainment Management Degree Program.

Students in the proposed on-line program will serve as professional mentors and advisors to the full-time students enrolled in the on-site program. As such, the students currently working in the field will assist with research projects and other curricular endeavors as well as support the faculty with internship and ultimately job placements.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition online MBA in Business Administration with a Concentration in Sport and Entertainment Management program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

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

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

The College of Business has a robust assessment process that evaluates student learning for each academic program and major course of study at least once each year and demonstrates how results are used for program improvement. Learning outcomes for the market tuition online MBA in Business Administration with a Concentration in Sport and Entertainment Management will be consistent with the on-site MBA in Business Administration with a Concentration in Sport and Entertainment Management. Consistent with University policy, an in-depth review would be conducted at least once every seven years.

Additional success metrics for the proposed online MBA in Business Administration with a Concentration in Sport and Entertainment Management market tuition program include:

- **Student Enrollment.** If an online MBA in Business Administration with a Concentration in Sport and Entertainment Management program attracts sufficient qualified students to reach a cohort size of 20 or more, the market rate policy would be considered successful.
- **Student Quality.** The quality of the applicant pool will be determined by the applicants' portfolio of academic and professional qualifications (GRE/GMAT scores, GPAs, work experience, etc.); selectivity will be assessed by the ratio of applicants to acceptances.
- **Program Assessment.** Broad based business knowledge, skills, and abilities will be assessed in the MBA capstone course, Integrated Business Applications. In addition, industry-specific learning will be assessed via projects in industry-focused coursework.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online MBA in Business Administration with a Concentration in Sport and Entertainment Management program to others.
- **Employer Satisfaction.** Because students will be fully-employed working professionals, the satisfaction of employer organizations, many of whom will reimburse students for all program costs, will be critical to the ongoing success of the program. Employer satisfaction would be measured via surveys and focus groups. An additional indicator would be the number of employer organizations willing to sponsor additional students over a five year period.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Business, Management Department, and Sport and Entertainment program are committed to ensuring the timely delivery of all courses in the online program. The market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management will have a fixed set of courses taken by all students. The schedule for the program will be finalized well in advance, with faculty resources allocated to meet the needs of both on-site and online programs. Incremental funds accrued by the program would allow the hiring of highly respected academics and practitioners in the field of sport and entertainment management to collaborate on and teach courses in both the on-site and online programs. Extraordinary demand would be met by hiring additional full-time and/or adjunct faculty to support the program.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

One of two new hires approved for the full-time MBA in Business Administration with a Concentration in Sport and Entertainment Management program could be designated as the Online Coordinator/Director for the program. Online advising and counseling as well as early intervention for students struggling academically will help ensure that students complete the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The economic reality of higher education funding in Florida and throughout the country is that state support will continue to decline as a percentage of total resources required to meet teaching, research, and service missions. Recognizing the dimensions of the challenge, the Florida Legislature provided universities additional flexibility to increase tuition and fees to compensate for declining state funding. Addressing the revenue gap has been a priority for the Board of Governors and is a continuing strategic initiative for both the College of Business and the University of South Florida.

The market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management provides an opportunity to meet local, regional, and global demand for a high-quality program targeted to place-bound working professionals that would 1) cover all educational costs of delivering the program and 2) provide incremental funds to support on-site sport and entertainment management programs.

The sport and entertainment industry is an important and growing segment of the economy at the local and global levels. The Department of Labor projects a 16.5% increase in employment in the category of arts, design, entertainment, sports, and media for 2008-2018. Further, A.T. Kearney, a global consulting firm focusing on competitive and strategic positioning, has estimated the annual economic impact of the global sports industry—from infrastructure and sporting goods to licensed products, events, media rights, and sponsorships—at as much as \$620 billion. Sports and the business of sport/entertainment have a major economic and social impact on communities across Florida and the region. An innovative program designed to educate the next generation of global sports business leaders, the online MBA in Business Administration with a Concentration in Sport and Entertainment Management will provide a unique educational opportunity for working professionals and individuals disadvantaged by distance and time constraints.

Estimated revenue for the market tuition MBA in Business Administration with a Concentration in Sport and Entertainment Management program from the first class is \$480,000 (20 students, 32 credit hours, \$750/credit hour). A portion of the revenue will be used to support online course development and the delivery of the program. The residual revenue generated from each cohort will be used to enhance sport and entertainment management programs by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents.

Although private vendors will not be used, leading academics and practitioners in the field of sport and entertainment management will be sought as adjunct faculty. The revenue from the online MBA in

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Business Administration with a Concentration in Sport and Entertainment Management program will be budgeted in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 52.0201

Currently the MBA in Business Administration with a Concentration in Sport and Entertainment Management program is not offered online and is not offered on a self-supporting basis through continuing education.

With the approval of this program for market tuition, an MBA in Business Administration with a Concentration in Sport and Entertainment Management will be developed into a fully online program and offered to non-traditional students who are unable to attend a full-time weekday program on campus. The market tuition format provides opportunities for USF to increase access to the MBA in Business Administration with a Concentration in Sport and Entertainment Management program as it provides resources that will cover costs associated with course development and program delivery throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program will be offered in addition to an existing E&G-funded MBA in Business Administration with a Concentration in Sport and Entertainment Management program that is currently offered; the new program will not supplant existing University offerings funded by State appropriations.

Additional information requested by the BOG:

The market-rate students will serve as mentors to the on-campus students for several reasons. The on-line MBA students will all be experienced professionals having already worked in the industry for a number of years. (Possible candidates we have already spoken with range from 5-20 years in the industry.) As such, the on-campus students can benefit from the experience of the on-line industry professionals. So while it might appear to be peers advising peers, it is in reality, a group of experienced industry professionals working on advancing their careers mentoring and advising a group of younger students preparing to embark on their careers. There are no problems with accreditation; student-to-student mentoring regularly occurs in many programs.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University: University of South Florida

Date	
University Board of Trustees approval date:	TBD
Proposed Implementation Date (month/year):	August 2013
Market Tuition Rate Process	
<p>Explain the process used to determine market tuition.</p> <p>The University of South Florida's College of Education currently offers a fully online and on campus Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL (Teaching English for Speakers of Other Languages). CIP Code: 13.031.</p> <p>ESOL (English for Speakers of Other Languages) training is provided by Colleges of Education throughout the State of Florida to mainstream teachers. The USF M.Ed. in Curriculum and Instruction with a Concentration in Secondary Education: TESOL distinguishes itself from these programs in that it offers to teachers a TESOL specialization.</p> <p>Approval is being sought to charge a market tuition rate in the amount of \$500/credit hour for both resident and non-resident students for the fully online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program (33 credit hours). In subsequent years, market conditions could result in an increase in tuition. Any increases, per BOG requirement, will not exceed 15% per year.</p> <p>The Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is a specialized program that is offered using an online format. The requested market tuition rate is based on the costs of programs that are similar, but not identical to the proposed program (see table on next page).</p>	

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

University (Program)	Public/Private	Tuition per Credit Hour (Resident)	Tuition per Credit Hour (Non-Resident)
Grand Canyon University (M.Ed. in TESOL)	Private (For profit)	510.00/credit hour (34 Credits) Program total - \$17,340	510.00/credit hour (34 Credits) Program total - \$17,340
Florida International (MS Foreign Language Education: TESOL)	Public	399.95/credit hour (36 Credits) Program total - \$14,398 (plus 175.61/semester)	\$904.03/credit hour (36 Credits) Program total - \$32,545 (plus 175.61/semester)
Walden University (MS in Adult Learning: Teaching Adults English as a Second Language)	Private (For profit)	620.00/credit hour (includes textbooks and materials) (36 Credits) Program total - \$22,330 (plus \$130 Tech fee/semester)	620.00/credit hour (includes textbooks and materials) (36 Credits) Program total - \$22,330 (plus \$130 Tech fee/semester)
Temple University (M.S.Ed. TESOL)	Public	\$687/credit hour (30 credits) Program total - \$20,610	\$961/credit hour (30 credits) Program total - \$28,830
University of Cincinnati (M.Ed. Literacy & Language Studies)	Public	\$710/credit hour (30 credits) Program total - \$21,300	\$1285/credit hour (30 credits) Program total - \$38,550

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

University of South Florida System Strategic Plan

The proposed market tuition Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program aligns with goals outlined in the USF Strategic Plan 2010-2015:

Academic Excellence, Student Access, and Student Success

The USF System will require its institutions to provide a rich array of academic programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The USF System will enable access to these programs to qualified and diverse students and will promote student learning and success throughout the System by supporting activities that result in retention and graduation at higher than externally predicted rates, employment or admission to graduate or professional schools at specified rates, lower than average student debt loads, and higher than average satisfaction when compared to peer institutions.

Impactful Research, Economic Leadership, and Community Engagement

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

The USF System will coordinate and promote research and innovation by providing information and services creating synergies among faculty across the System and fostering external partnerships. These activities will lead to measurable increases in the creation, dissemination, and utilization of new knowledge. In addition, the USF System will coordinate the activities and promote synergies among its institutions to become a major economic engine for the region and the state. It will do so by challenging its institutions to increase the production of graduates in high demand fields; increase applied research supported by the private sector; and incubate a significant number of new companies, agencies, and occupations.

The USF System will also challenge its institutions to increase further their level of community engagement by sharing best practices, by supporting their applications to achieve the Carnegie "Community Engaged" designation, and by facilitating increased collaborations among institutions and across the region. For its leadership in strengthening the economy and community engagement, the USF System will be recognized as the key unifying element for the region.

Global Engagement, Literacy, and Impact

Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully-engaged, learner centered environment.

Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL:

For Students. Very few universities offer an online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, or related programs, with a focus on K-12 TESOL. USF's Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is one of the pioneer programs in ESOL Education in the State of Florida. With a strong group of ESOL faculty in the Department of Secondary Education of USF's College of Education, USF is well positioned to serve students globally. A market tuition fully online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL has the potential to not only increase student access and success within the State of Florida, but also provide access to TESOL education globally. This is consistent with the USF System Strategic Plan to have state, national and global impact.

For Research and Scholarship. K-12 schools from which prospective students (primarily working professionals) for the proposed program will be drawn are likely to serve as sites for data collection for research and case writing. Further, participating faculty members also have the potential to gain access to these K-12 schools to showcase their research, thereby increasing the prospects of grant/contract funding from these schools. Additionally, the online program with a global reach has the potential to attract high achieving graduate students to the USF College of Educational doctoral program. In summary, a market tuition online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program has the potential to enhance the research productivity of USF's College of Education as well as the Department of Secondary Education.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

For the State of Florida, the Tampa Bay Community and Global Outreach. A market tuition fully online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will create and support increased access to a competitive, relevant, and distinctive academic program that addresses the changing educational needs of the region, state, and nation, for prospective students who demonstrate the aptitude to succeed. It will further improve and promote cultural and global literacy, language proficiency, and the international competitiveness of USF graduates. The proposed program also increases the potential for enrollment and participation of international students in USF's Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program.

Florida Board of Governors Strategic Plan

The following statements address the alignment of the proposed USF Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL market tuition program with the Board of Governors system priorities for the State University System - Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement - with three points of emphasis: Excellence, Productivity, and Strategic Priorities. (SUS System of Florida Board of Governors Strategic Plan 2012-2025).

Access and production of degrees: The proposed online market tuition program provides resources to increase access to excellence in higher education for teaching professionals, and is, therefore, likely to increase the production of degrees granted by USF.

Meeting statewide professional and workforce needs: The U.S. Bureau of Labor Statistics projects 15-17% employment growth for ESL Teachers in the period of 2008-2018 due to the growth of the immigrant population. The proposed online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will train teaching professionals on innovative models of education, preparing them for the demands of teaching an increasing number of English language learners in the schools.

Building world-class academic programs and research capacity: The proposed market tuition Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program resides in the Department of Secondary Education in USF's College of Education. USF's Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL is regarded as a quality program, as evidenced by an internationally diverse pool of students with strong academic credentials seeking enrollment. The proposed online program will further increase the visibility and global footprint of the USF Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL, thereby further increasing the reputation of USF and the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program. The resources generated from this program will be used to enhance the research capacity of the Department of Secondary Education. Increased visibility of the USF program and brand will attract even higher quality graduate students to enroll in the doctoral program, leading to higher quality research output.

Meeting community needs and fulfilling unique institutional responsibilities: USF will continue to fulfill its institutional responsibilities by embracing opportunities such as the BOG market tuition program to generate greater access to graduate education. By providing additional resources for online access to the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Secondary Education: TESOL, USF is providing educational and career advancement opportunities throughout the State of Florida and beyond. This potentially leads to economic investments in the State of Florida by resident and non-resident individuals and businesses.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

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

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success metrics for the proposed online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL market tuition program also include:

- **Student Enrollment.** If the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program attracts sufficient qualified students to reach a cohort size of 25 students or more, then the market rate policy is a success.
- **Student Quality.** Student quality for the program will be determined by GPAs, and previous work experience.
- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program to others.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The schedule for the program will be finalized well in advance, with faculty resources committed.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Historically, for the existing Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program, the availability of courses has not been an issue. The online program is comprised of a fixed set of courses that all students would be required to take. The Department of Secondary Education is committed to ensuring the timely delivery of all courses for the online program. Extraordinary demand would be met by hiring additional faculty using funds accrued by the online program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Given the continued decline in the State of Florida's financial support of public universities, institutions of higher education are exploring alternate sources of funding that are supported by the BOG. One such opportunity is the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL market tuition program proposed by USF's Department of Secondary Education.

Secondary Education programs such as the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL empower students with skills needed in today's school system. The continued development and delivery of these programs prepare educators with the necessary knowledge and skills that new jobs demand, thereby providing school districts with teachers who are competent to teach in the diverse schools and creating opportunities for graduates to advance their careers.

Estimated revenue for the market tuition Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program is \$412,500 (25 students, 33 credit hours, \$500/credit hour). A portion of the revenue will be used to support the delivery of the program. The residual revenue generated each year will be used to enhance the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents.

Private vendors will not be utilized. The revenue from the online Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program will be budgeted in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 13.0301

Currently the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program is offered online but is not offered on a self-supporting basis through continuing education. Enrollments reported in the USF Market Tuition Proposal Summary Spreadsheet are E&G enrollments.

The market tuition format provides opportunities for USF to increase access to the Master of

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL program as it provides resources that will cover costs associated with the delivery of Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL programs throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program is proposed for the purpose of expanding access to the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program, will be offered in addition to the E&G-funded program that is currently offered, and will not supplant existing University offerings funded by State appropriations.

Additional information requested by the BOG:

Market rate will increase the number of TESOL teachers in the state, as required in Board Regulation 6.001(15)(a)2:

- The market tuition program is proposed for the purposes of expanding the capacity and access to the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program, thus increasing the number of teachers in the state.
- The present E&G-funded program will benefit by the increased exposure that the market tuition program will provide, both in the state of Florida, throughout the United States, and internationally. This will have a direct effect on the number of TESOL teachers in the state of Florida.
- The Market tuition program will benefit by potential faculty lines that could be added as a direct result of the market tuition program, adding to the capacity of the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program to prepare TESOL teachers for the state of Florida.
- The increased diversity of students, both international and from other states in the United States that the market tuition program will attract to USF will enrich our present Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program, and make TESOL an attractive choice of profession for teachers in Florida.
- The market tuition program will surely impact the number of teachers in the state of Florida by increasing the capacity and access, increasing the exposure, increasing the number of faculty, and increasing the diversity and quality of the students in the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

The program has the potential for increasing the number of graduates:

- The market tuition program for the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program will not target in-service teachers in Florida, but will be offered in addition to the E&G-funded program that is currently offered, and will not supplant existing University offerings funded by the State appropriations.
- The present E&G-funded program will benefit by the increased exposure that the market tuition program will provide.
- The present E&G-funded program will benefit by faculty that will be added as a result of the market tuition program.
- The present E&G-funded program will benefit by enhancing the research capabilities of the faculty in the Department of Secondary Education and increase the visibility of the USF program and brand, attracting high quality graduate students not only to this program, but also to the doctoral programs at USF.
- The market tuition program for the Master of Education (M.Ed.) in Curriculum and Instruction with a Concentration in Secondary Education: TESOL degree program will have the effect of increasing the number of in-service teachers in Florida and nationally and internationally, providing access to TESOL globally, which is consistent with the USF System Strategic Plan to have state, national, and global impact.

**State University System
Market Tuition Proposals**

USF Market Tuition Proposal Summary 9-25-2012

	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1 Degree Program	MBA in Sport and Entertainment Management	MA in Global Sustainability	M.Ed. in TESOL	Graduate Certificate in Business Foundations	
2 Has the program been approved pursuant to Regulation 7.001?	Yes	Yes	Yes	Yes	
3 Does the program lead to initial licensing or certification?	No	No	No	No	
4 Is the program identified as a state critical workforce need?	No	No	Yes	No	
5 Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	
6 Current Tuition Rate (Resident/Non-Resident)	\$466.76/\$891.28	\$430.85/\$855.37	\$430.85/\$855.37	\$466.76/\$891.28	
7 Proposed Market Tuition Rate	\$750/credit hour	\$750/credit hour	\$500/credit hour	\$950/credit hour	
8 5 Other Public/Private Rates for Similar Program:					
9 University name and rate:	Ohio University \$19,692/\$20,376	Arizona State University \$16,616/\$16,616	Grand Canyon University \$17,340/\$17,340	University of Massachusetts \$15,900/\$15,900	
10 University name and rate:	St. Leo's University \$22,680/\$22,680	St. Louis University \$29,700/\$29,700	Florida International University \$15,101/\$33,248	Meredith College, Raleigh, NC \$8,184/\$8,184	
11 University name and rate:	University of Massachusetts \$28,107/\$28,107	UC Santa Barbara \$26,132/\$41,234	Walden University \$22,840/\$22,840	St. Louis University \$16,830/\$16,830	
12 University name and rate:	New York University \$63,462/\$63,462	Harvard University \$24,000/\$24,000	Temple University \$20,610/\$28,830	UNC Greensborough \$16,236/\$18,864	
13 University name and rate:	Texas A&M \$18,020/\$29,216	George Mason University \$17,235/\$41,130	University of Cincinnati \$21,300/\$38,550	Wisconsin Oshkosh \$8,520/\$8,520	
14 Length of Program (SCH)	32	33	33	16	
15 Student Enrollment '11 - '12 AY (Headcount):					
16 Resident	16	26	15	Launches Fall 2012	
17 Non-Resident	7	7	4		
18 Total	23	33	19		
19 Similar Program at other SUS Institutions (if yes, provide university and program name)	No	No	Yes	No	
20 University and program name:			Florida Int'l University - MS Foreign Language Education: TESOL)		
21 Different Rate for Resident vs. Non-Resident (NR)?	No	No	No	No	

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